

# EDUCATION ENHANCEMENT SURVEY REPORT

Submitted to:  
**Gujarat State Higher Secondary and Secondary  
Education Board (GSHSEB)**

Submitted by:



**IL&FS Education and Technology Services Ltd.**

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# TABLE OF CONTENT

<b>Background .....</b>	<b>5</b>
<b>Need .....</b>	<b>5</b>
<b>Approach .....</b>	<b>6</b>
<b>Methodology .....</b>	<b>6</b>
<b>Results .....</b>	<b>15</b>
<b>Conclusions and Suggestions.....</b>	<b>40</b>
<b>Recommendations for workshop modules.....</b>	<b>43</b>
<b>Challenges and Solutions .....</b>	<b>46</b>
<b>Photo Gallery .....</b>	<b>48</b>
<b>Annexures .....</b>	<b>54</b>
<b>Request for Proposal document .....</b>	<b>55</b>
<b>Education Enhancement Survey formats .....</b>	<b>105</b>
<b>Sample OMR sheet .....</b>	<b>213</b>
<b>Instructions for correction of subjective type papers of langauges .....</b>	<b>214</b>
<b>Format for entry of subjective type marks .....</b>	<b>215</b>

# REPORT ON EDUCATION ENHANCEMENT SURVEY

## I. Background

The Government of Gujarat (GoG) has initiated series of steps to improve levels of learning in schools across the State for a visible and positive change. The honourable Chief Minister of Gujarat, Shri Narendra Modi, wishes to see Gujarat amongst the top three States of the country in the next 5 years in the field of Education. With this as the driving force, GSHSEB initiated the project - Education Enhancement Survey that would lead to responses which help focus on improving and enhancing the quality of education.

## II. Need

In today's scenario, the human resource in every sector gets a chance to enhance his skill sets. Unfortunately the segment which is responsible for imparting this knowledge to the society, that is the teachers, is the last one to get this opportunity. This is partially due to reluctance from the teacher community and partially due to oversight.

In today's changing times, one can observe the following situations very vividly,

- (1) The world of education today has become global in reach as well as in content.
- (2) Schools are investing in better technology, upgrading AV rooms,
- (3) Schools are constantly revisiting the syllabus and curriculum, changing textbooks and occasionally redefining their vision and mission statements.
- (4) Research into education and discovery of new improved teaching methods and strategies are changing the global education scene.
- (5) Learners are better informed before they enter the classroom due to the all-pervasive effect of multiple media.
- (6) Parents, as stakeholders, are more aware today than ever of what they expect from the system.
- (7) School boards are clear about making their institutions into model institutions. Visions are being shared and compared across schools.

All this translates into a demand for better quality of teachers and thus it is imperative that the in-service teachers are provided with sessions that can enhance their Knowledge, Skills and Attitude towards teaching.

Also, based on IL&FS Education and Technology Services Ltd.' (IL&FS Education) several years of experience with in-service teachers and many extensive hours spent in conducting, evaluating and refining similar workshops. It has been noticed that,

- (1) Teachers are faced with large classes which are often difficult to manage due to the size, the environmental conditions and the motivational levels among the students.
- (2) Teachers may get pressurized by the syllabus, shortage of time, other duties and responsibilities.
- (3) Several teachers have completed their training many years previously and have not had the occasion to update their knowledge in today's terms.

The above factors make it even more important for the authorities to look into the training needs of the teachers. This survey by the Education Department, Government of Gujarat was an opportunity provide to its teachers to see where they stood and to get inspired to learn more.

### III. Approach

A survey was conducted to identify the exact training needs, gaps in the teaching-learning cycle and help teachers work upon them

GSHSEB decided to conduct survey for large number of teachers of Secondary standards (9<sup>th</sup> and 10<sup>th</sup>) in order to get unbiased results. More than 56,000 teachers teaching in Self Financing Schools, Grant-in aid schools and Government Schools were instructed to participate in two surveys, one on Pedagogical skills and General ability and the other on their respective subject – Math and Science, Social Studies, Gujarati, Hindi, Sanskrit and English.

### IV. Methodology

Several meetings were held and many presentations were made to the Board to freeze on the exact requirement and progress was assessed time to time. Some of the important landmark meetings and presentations were the once held on 7<sup>th</sup> May, 2011, 12<sup>th</sup> July, 2011, 1<sup>st</sup> and 4<sup>th</sup> November, 2011, 8<sup>th</sup> December, 2011, 13<sup>th</sup> January 2012, 29<sup>th</sup> March, 2012, 5<sup>th</sup>, 2012 and 9<sup>th</sup> April, 2012.

IL&FS Education with GSHSEB embraced the following steps,

- (1) Understand the exact requirement of the project
- (2) Create Survey formats
- (3) Design OMRs sheets and produce it in the printed form to the Department
- (4) Conduct the survey
- (5) Correct, analyze and create the report

#### (1) Understand the exact requirement of the project

As per the RFP document, the following statement was a crucial first step to design the survey format, *“The factor that most influences student learning levels is the quality of the teaching-learning processes. An important indicator of the quality of teaching is the capability of the teacher himself or herself. This includes general skills including communication, ability to relate to students, etc., subject knowledge and pedagogical (teaching) skills.”*

Excerpts from the RFP

*A detailed teacher needs assessments of all secondary school teachers is sought to gauge the level of teachers on three dimensions:*

- (a) *General Ability: This includes the teachers overall abilities including basic language and mathematical proficiency, general intelligence and general knowledge*

- (b) *Subject Knowledge: This includes specific content knowledge. A teacher should be competent in a subject at least up to the graduation level for effective secondary level teaching*
- (c) *Pedagogical Knowledge: This relates to an understanding of how students learn and a specific knowledge of difficulties students face in understanding topics they are expected to learn*

The above information helped in planning the survey sheets.

**The details of the same is enclosed as Annexure 1**



*The GSHSEB authorities reviewing the progress*

**(2) Create Survey Formats with specific objectives**

Based on the requirement, the foremost task was to create respective survey formats. These were created in highly confidential environment. Experts, who had taught in B.Ed. Colleges, were attached to Education industry, had requisite number of years of experience and most importantly understood Gujarat Board Syllabi were selected for the purpose

The survey sheets were created for assessing General Ability & Pedagogy, Mathematics & Science, Social Science, Gujarati, Hindi, Sanskrit and English. All the survey sheets except languages were created in three mediums – Gujarati, Hindi and English

Each survey sheet was of 100 marks. Except for language sheets, where 80 questions were of objective type and 3 of subjective type, rest of the other papers had all objective type questions

The questions for the survey in all subjects were created using the Gujarat Board syllabi and Gujarat Board text books and sent to GSHSEB for printing

To gauge the knowledge of teachers, each survey format was divided into several parts with specific objective

### **General ability and Pedagogy papers**

- (a) General ability and English language skills
- (b) Logical and Mathematical skills
- (c) Reasoning ability
- (d) Educational Theory and Philosophy
- (e) Educational Psychology
- (f) Teaching skills, Techniques & Evaluation

#### **Objectives**

##### **Pedagogical Knowledge**

- To gauge the general level of basic pedagogical knowledge among teachers
- To find out whether teachers are able to apply this knowledge in practical situations
- To assess the pedagogical foundations and beliefs of teachers

##### **General Ability**

- To gauge the knowledge of some basic concepts in History, Geography, Civics and Economics
- To test the ability to apply this knowledge
- To assess the time and place sense in History and Geography

### **Language papers**

- (a) Grammar
- (b) Vocabulary
- (c) Language Usage
- (d) General
- (e) Comprehension

#### **Objectives**

- To check the grasp of grammatical concepts in the four languages
- To gauge the vocabulary levels in each language
- To assess the correctness of usage of the language and heritage



## Math

- (a) Arithmetic
- (b) Algebra
- (c) Geometry
- (d) Trigonometry
- (e) Coordinate Geometry
- (f) General

### Objectives

- To gauge the knowledge of some basic concepts in Arithmetic, Algebra, Geometry and Trigonometry
- To test the ability to apply this knowledge in Problem Solving and Computation

## Science

- (a) Observation
- (b) Knowledge
- (c) Data interpretation
- (d) Problem Solving
- (e) Analysis

### Objectives

- To gauge the knowledge of some basic scientific concepts
- To assess the skill in solving scientific problems
- To test the ability to apply these scientific concepts in practical situations
- To assess accuracy and speed in solving problems

## Social Science

- (a) History
- (b) Geography
- (c) Civics
- (d) Economics

### Objectives

- To gauge the knowledge of some basic concepts in History, Geography, Civics and Economics
- To test the ability to apply this knowledge
- To assess the time and place sense in History and Geography
- To find out if there is an appreciation of India's rich culture and heritage

The details of the same is enclosed as Annexure 2

(3) **Design OMRs sheets and produce it in the printed form the Department**

Post creation of Survey formats, OMR sheets were designed. The format of OMR was discussed and frozen in consultation with the GSHSEB officials. Two sets of OMR sheets were finalized for the printing, one with 100 questions and the other with blank space for subject paper to write their responses to subjective type questions.

The sheets were printed as per the required number and were packed systematically for each district. They were packed in packets and boxes where a single packet contained 30 answer sheets, 1 Attendance Sheet, 1 Cover Sheet and 1 Sample OMR Sheet. Such, minimum twelve packets were then put in a box and number of boxes were made for each district. These boxes were delivered to a venue suggested by GSHSEB officials for distribution to survey locations in each district by GSHSEB.

**The details of the same is enclosed as Annexure 3**

(4) **Conduct Education Enhancement Survey**

The survey was conducted on 28<sup>th</sup> April, 2012 as decided by the Gujarat Secondary and Higher Secondary Board. The District Education Officers were informed of the survey day well in advance for them to make necessary arrangements. The teachers were divided into blocks of 30 teachers each; with one block accommodating a specific subject's teachers only.

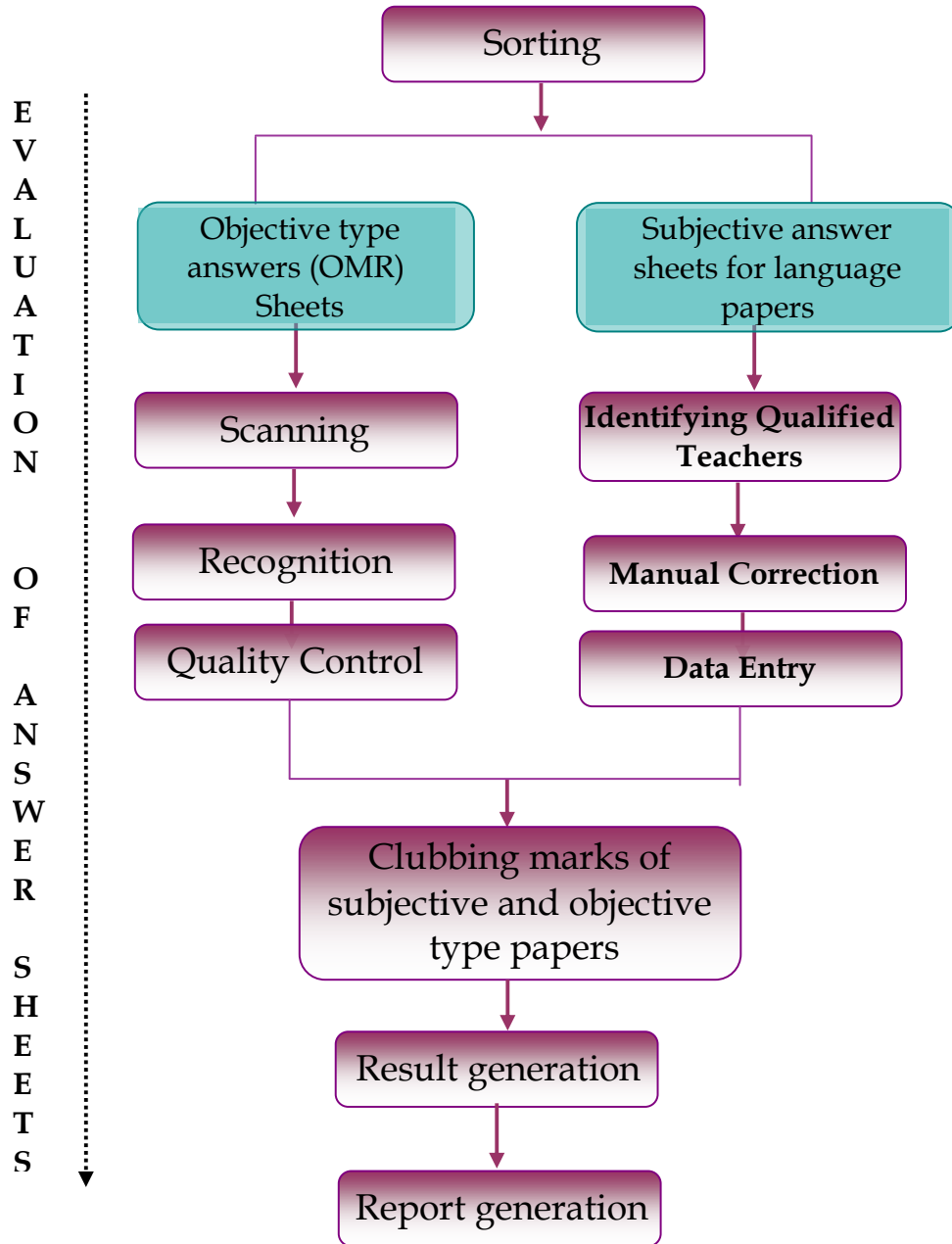
The time slot for General Ability & Pedagogical Skills was 11:30 a.m. to 1:00 pm and for subject papers was 2:30 p.m. to 4:00 p.m. All the districts returned the filled/repacked OMR sheets on the same day after the completion of the exam to a pre-decided venue by GSHSEB. These sheets were then collected for the evaluation by IL&FS Education on the 30<sup>th</sup> of April, 2012.



*Teacher participating in the survey at Kamaeshwar school, Ahmedabad*

(5) **Correct, analyze and create the report**

For the evaluation and analysis of the formats, IL&FS Education carried a series of activities, which are as follows.



- (a) **Sorting** - The sheets received from each district were segregated and sorted into the main answer sheets i.e. OMR sheets and the subjective answer sheets (sheets with space to write answers). The OMR answer sheets of all the papers were sent for scanning and 2<sup>nd</sup> sheet of the language papers were sent for the manual corrections.



*IL&FS Education staff sorting papers in to respective subject specific bunches*

- (b) **Scanning** - Scanning Software Solution was used for the scanning of the OMR sheets. Two scanners simultaneously scanned the sheets at the rate of 60 pages per minutes. More than 83,000 answer sheets were scanned in a week's time



*Staff engaged in scanning of OMR sheets*

- (c) **Recognition of OMR sheets** - After the scanning of the answer sheets, answer sheets underwent recognition as next step to identify answers in the received scanned images. Four recognition servers with the capacity to process one image in 1.5 second were used for recognition. The scanned images were fed to these multiple recognition servers which extracted the data from the answer sheet and stored them into a central database. The recognized answers based on the bubbles marked by the teachers were saved as an 'XML' file and then stored as data in central database.
- (d) **Quality Control (QC)** - The term quality control here means to get the correct data of the details entered in the OMR sheet.

During the scanning and recognition steps a lot of errors were seen in the filling of the details. To get the details correct, certain steps were taken to get the data with utmost precision. For this, Quality Control was done.

The process was segregated in two parts,

- (i) Quality Control of the Applicant Information
- (ii) Quality Control of the Answers.

- (i) **Quality Control of the Applicant Information** - For the Quality Control of the Applicant Information, all the applicant information entered in the OMR sheet (i.e. Seat No., Subject, Educational Qualification (A) and Educational Qualification (B)) were evaluated.

Overall out of the 83906 answer sheets scanned, 27668 had one or the other above mentioned queries and were quality controlled for different fields.

- (ii) **Quality Control of the Answers** - For the quality control of the answers the main answer sheets with the OMR bubbles were checked.

All the answers marked in the bubbles were read by the scanner. In the situations where answer sheets were found with the answers marked with incomplete/half filled bubbles, or two or more bubbles filled for the same answer, the answers were considered to be invalid.

Nearly 700 answer sheets were found where the bubbles for the answers were just encircled and not filled for marking the answer.

- (e) **Identifying qualified teachers for correction** – Teachers with minimum 15 years of education were identified for subjects like Hindi, English, Sanskrit and Gujarati to correct papers.



- (f) **Manual correction of subjective type papers** - The marks obtained by the examinee were fed into spreadsheet provided to the teachers who were checking the papers. To bring in uniformity in checking certain criteria were fixed and communicated to all the teachers in a common meeting. The 10 marks allocated to a particular question were divided into 5 + 2 + 2 + 1, where 5 marks were for the content, 2 for grammar, 2 for vocabulary and 1 for hand writing. Similarly the questions which were of 5 marks were divided into 2+1+1+1. Here, 2 marks were for the content, 1 each for grammar, vocabulary and hand writing.

The details of the same is enclosed as Annexure 4



*Teachers understanding the checking criteria*

- (g) **Data Entry** – The marks of all the teachers in all the papers were entered in a spreadsheet and added to the marks of OMR sheets

The details of the same is enclosed as Annexure 5

- (h) **Result generation and Analysis**

The marks from both the sources were then collated for generating the result. The marks obtained out of 100 marks for the formats of General Ability and Pedagogical Skills, Math and Science & Technologies, and Social Science were directly taken from the recognition, however for the language papers these marks obtained from the recognition were then clubbed with the marks obtained from the subjective answers.

# RESULTS

## V. Results

The survey formats were evaluated in seventeen different areas, after understanding the Departments' requirements through the RFP document and several interactions. The parameters and combinations on parameters on which the teachers were evaluated are as follows:-

- (1) Overall average performance of General Ability and Pedagogical Skills of teachers
- (2) Performance of teachers in General Ability only
- (3) Performance of teachers Pedagogical Skills only
- (4) Performance of teachers in Pedagogical Skills based on age
- (5) Performance of teachers in Pedagogical Skills based on professional qualification
- (6) Overall performance of teachers in all subjects together by deriving the average marks obtained by the teachers
- (7) Subject wise performance of the respective Subject teachers
- (8) Performance of teachers in the skills covered in language papers
- (9) Performance based on the medium of the teachers in language papers
- (10) Performance of teachers based on their educational qualification
- (11) Performance of the teachers in the skills for Science & Technology paper
- (12) Performance of teachers in each section of Mathematics
- (13) Age wise performance of the teachers in each section of Mathematics
- (14) Performance of the teachers of Mathematics and Science & Technology based on Educational qualification
- (15) Performance of teachers in each section of Social Science paper
- (16) Age wise performance of teachers in each section of Social Science paper
- (17) Performance of teachers in Social Science based on professional qualification



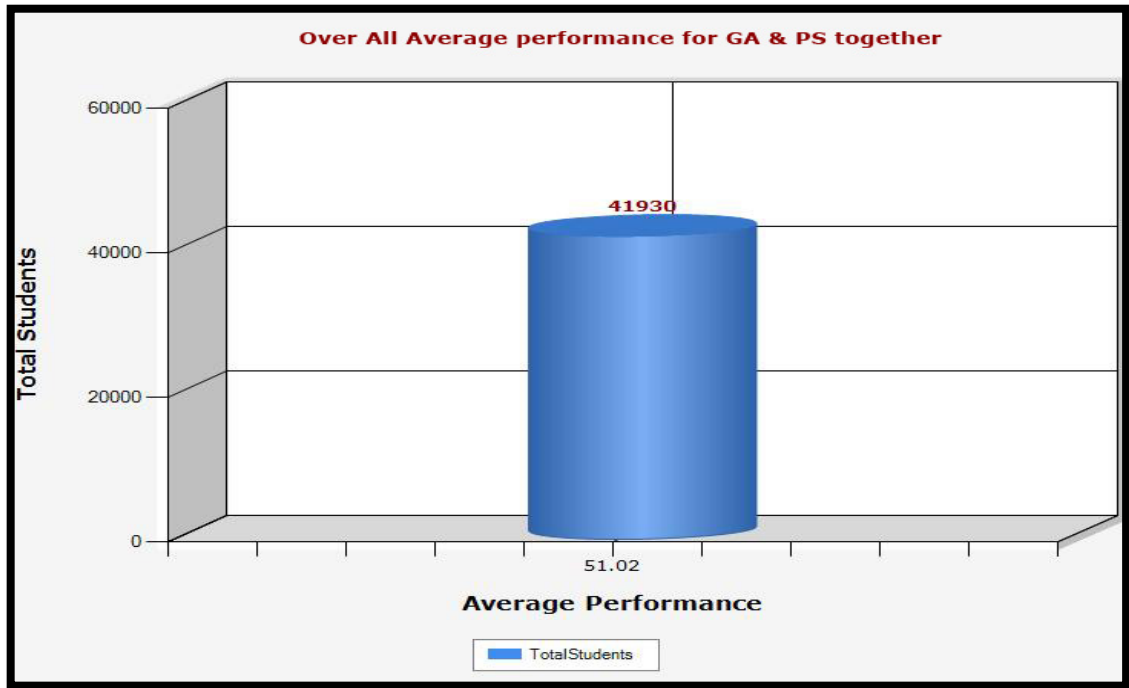
Subject Appeared for	Candidates who appeared (As per GSHSEB)	Number of candidates for which result is reflected	Result not reflected (due to absenteeism or invalid sheets)
<b>General Paper</b>			
<b>General Ability and Pedagogical Skills</b>	<b>47654</b>	<b>41930</b>	<b>5724</b>
<b>Subject Papers</b>			
<b>Gujarati</b>	7846	6895	951
<b>Hindi</b>	5336	4617	719
<b>English</b>	8610	7698	912
<b>Sanskrit</b>	4640	3884	756
<b>Mathematics and Science &amp; Technology</b>	13853	12479	1374
<b>Social Science</b>	7175	6380	795
<b>Total</b>	<b>47460</b>	<b>41953</b>	<b>5507</b>

- (18) In Pedagogical Skills and General Ability and Subject papers results of 5604 and 5507 teachers respectively are not reflected, due to either absenteeism or invalid sheets
- (19) Approximately 60 language teachers of Hindi and English subjects have appeared for subject other than Hindi and English

## Areas of evaluation for General Ability and Pedagogical Skills

### (1) Overall average performance in General Ability (G.A.) and Pedagogical Skills (P.S.)

The below given graph indicates the average performance of the teachers in General Ability and Pedagogical Skills.



**Graph 1**

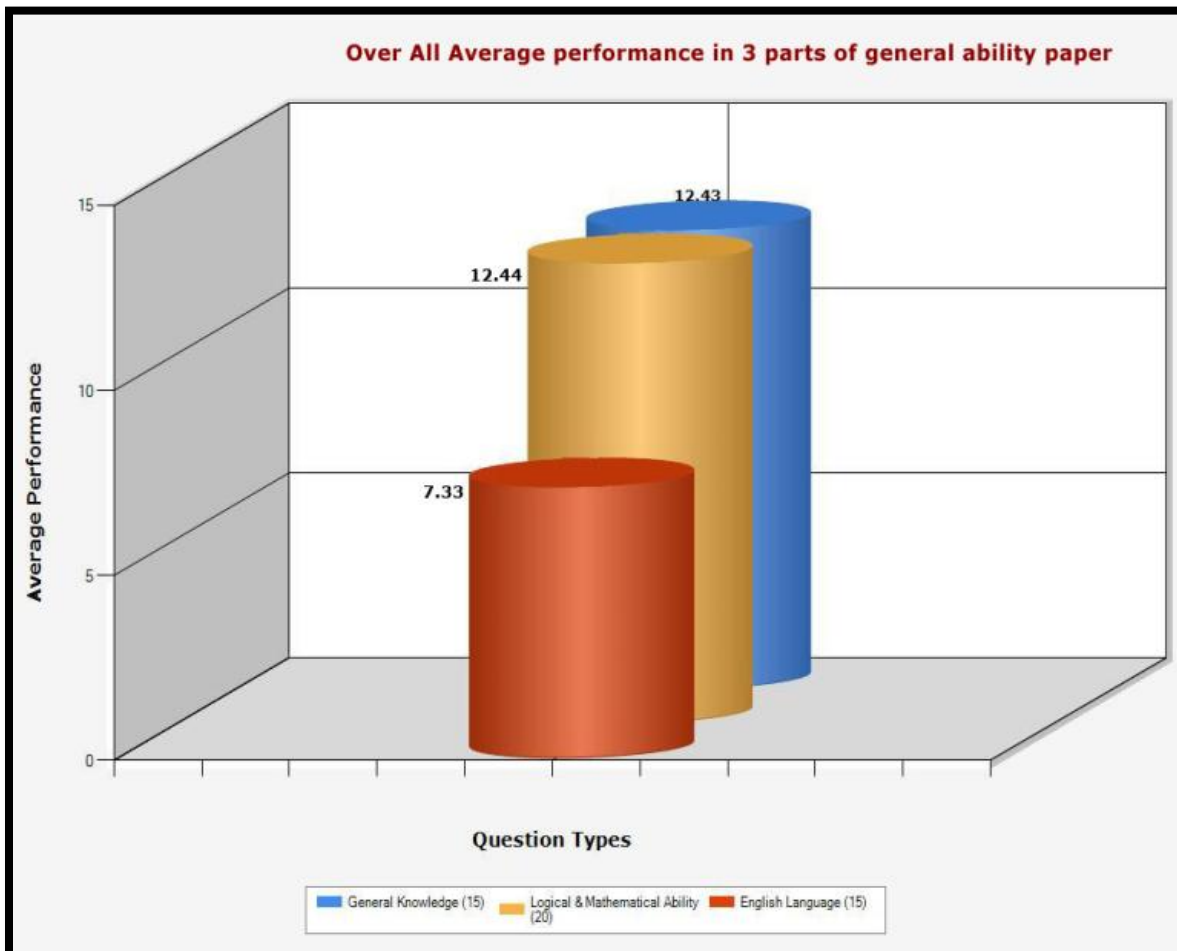
#### **Observations**

- The average marks obtained by **41,930** teachers out of 100 marks in GA and PS are **51.02** marks.
- The marks for the General Ability and Pedagogical skill papers were divided into two equal parts, 50 marks for General Ability and 50 marks for Pedagogical skills for further understanding of the performance

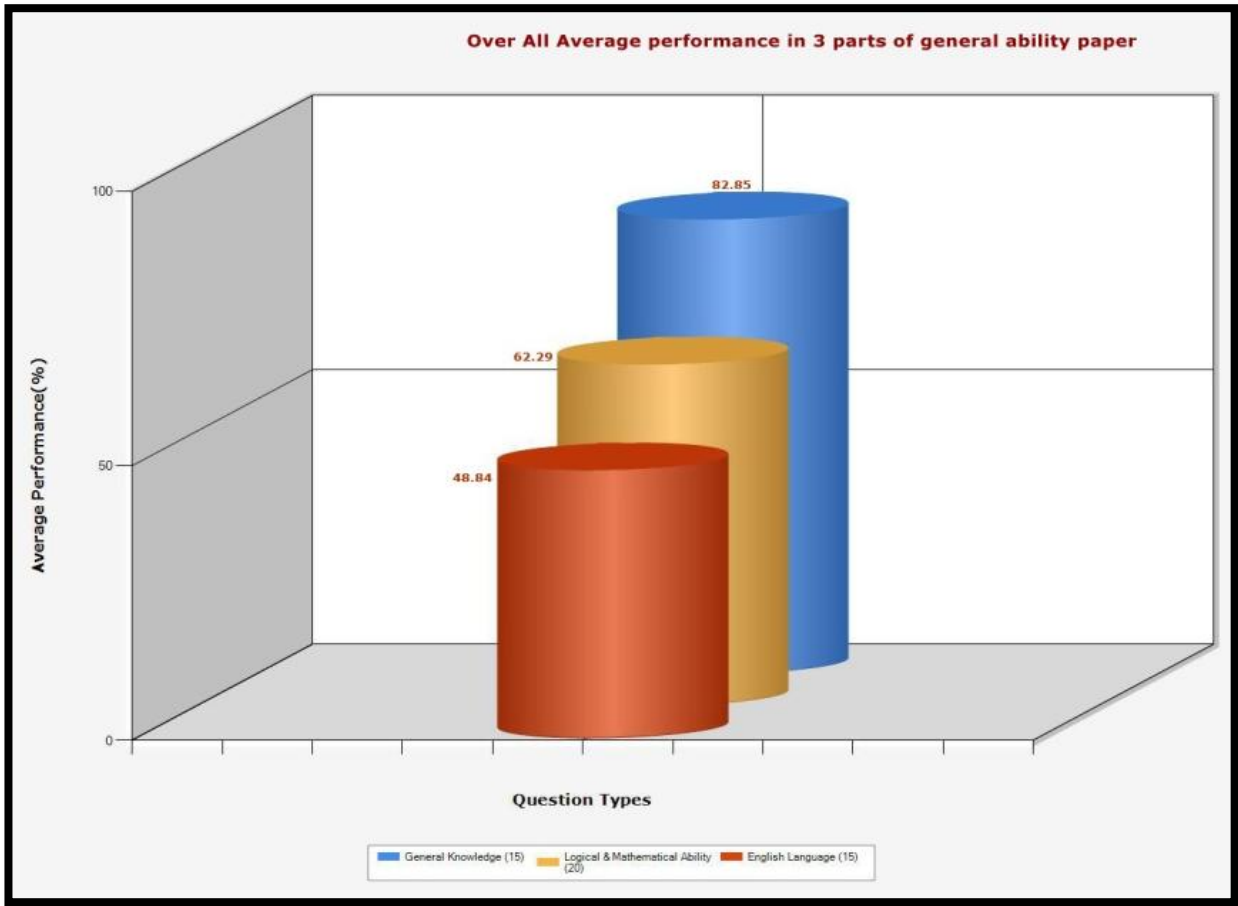
### (2) Overall average performance in the sections of General Ability

As mentioned earlier in the report, the survey format for the GA and PS had different types of questions. The questions under GA were further divided into three sections with specific marks allocated to each

- General Knowledge (15marks)
- Logical and Mathematical Ability (20 marks)
- English language (15 marks)



**Graph 2**



**Graph 3**

**Observations**

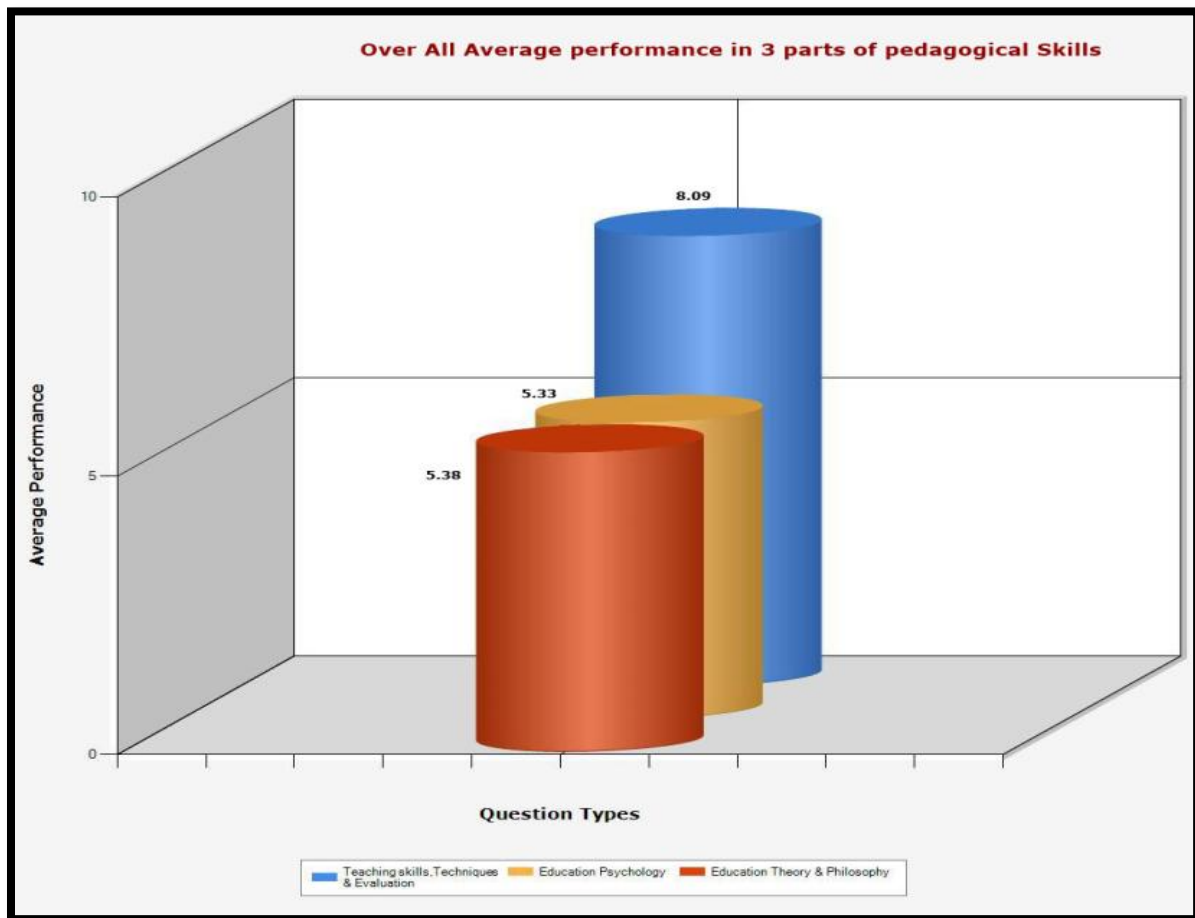
- (a) It can be observed that the average marks obtained by the teachers in the section of General Knowledge are the highest and to the tune of 12.43 (82%).
- (b) It is least in the English language section, 7.33 (48%).
- (c) Logical and mathematical being 12.44 (62%)

**(3) Overall average performance in the three sections of Pedagogical Skills.**

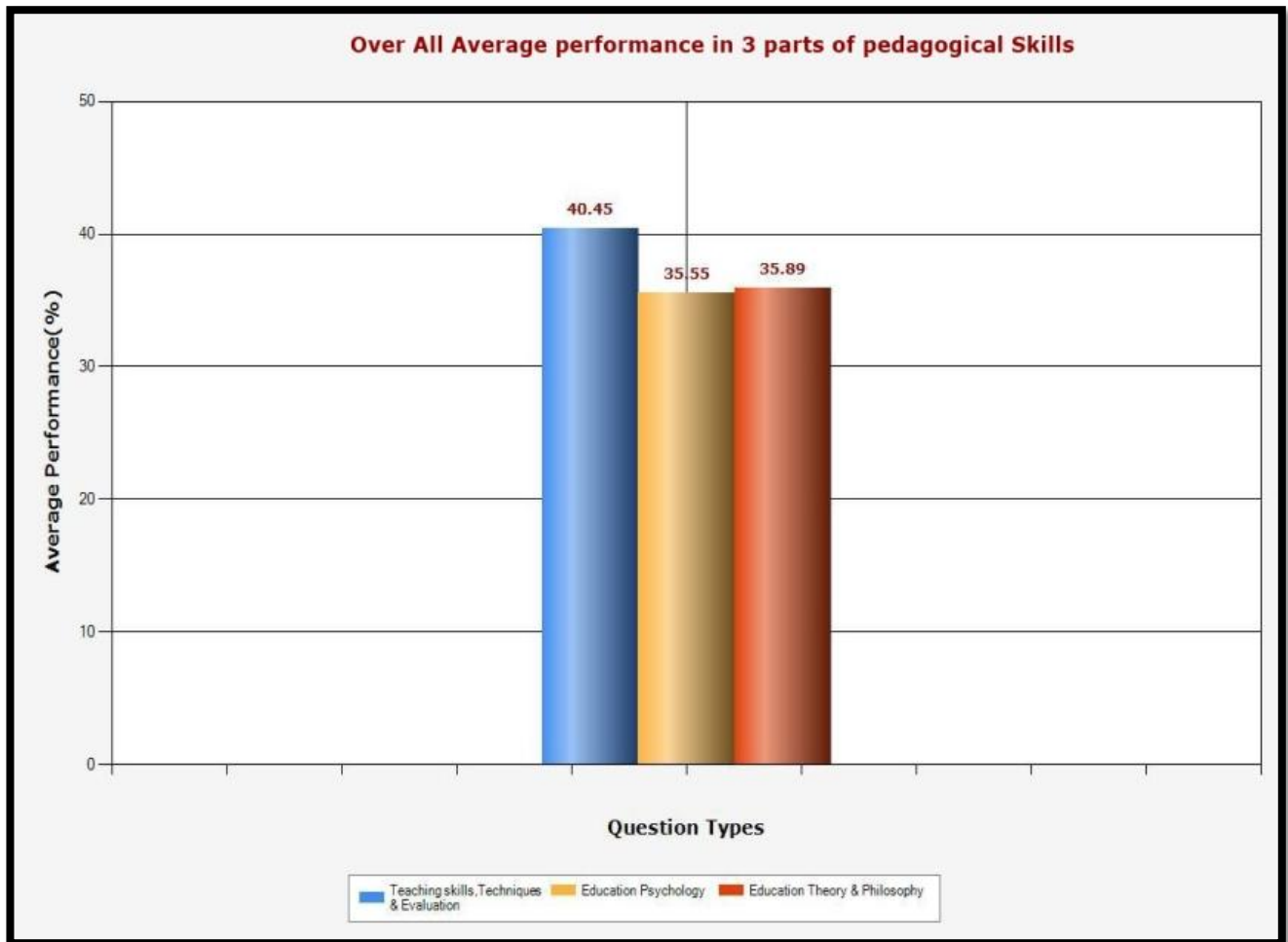
Pedagogical skills were divided into the following three sections, with specific marks allocated to each

- (a) Teaching Skills, Techniques and Evaluation (20)
- (b) Education Psychology (15)
- (c) Education Theory and Philosophy (15)

The result generated shows the average performance in percentage and average marks obtained by the teachers in each section



**Graph 4**

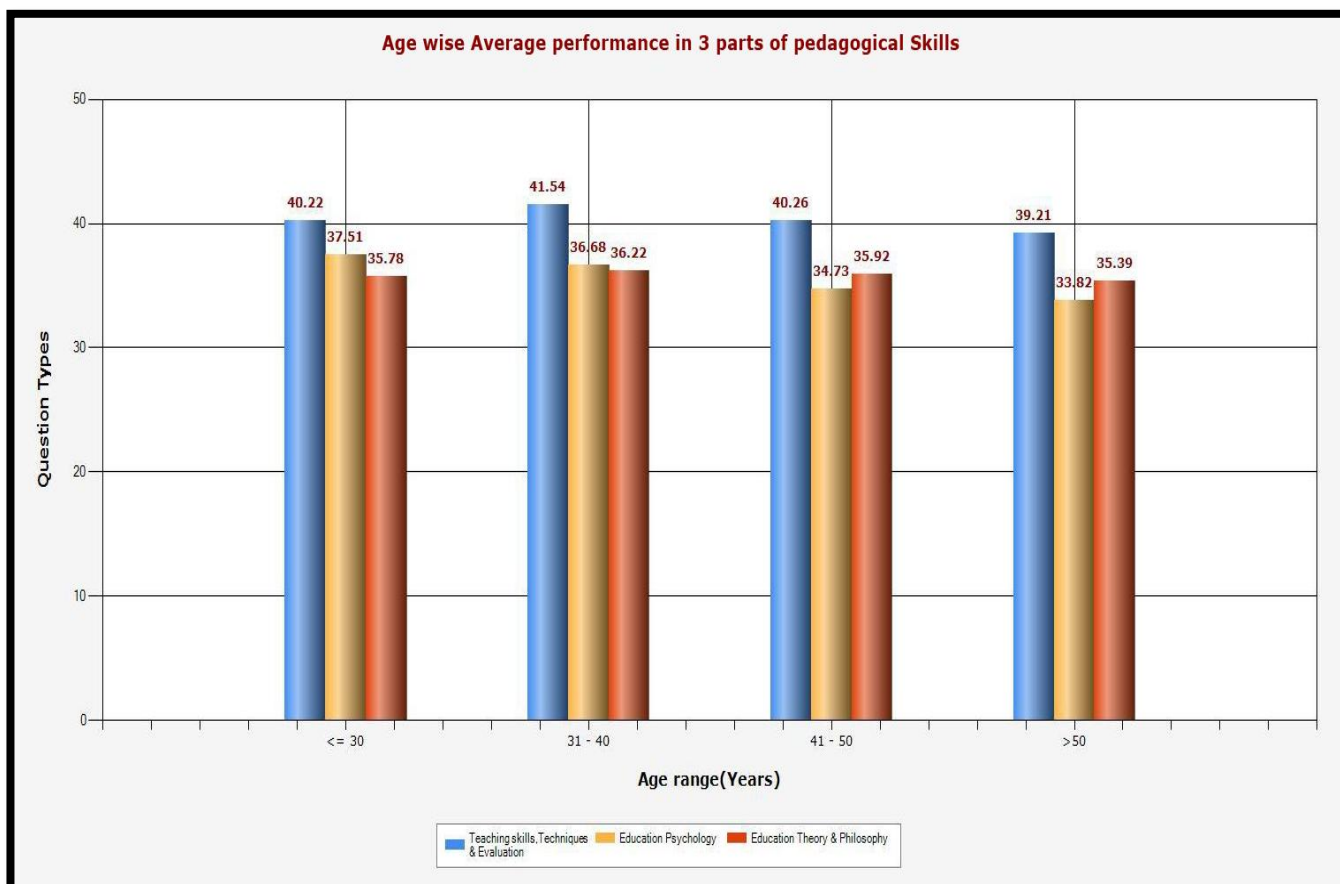


**Graph 5**

**Observations**

- (a) The graphs show that teachers have performed best in ‘Teaching skills, techniques’ average marks being 8.09 (40%). However, this is also a low rating.
- (b) The performance in Education Psychology is the least. Average marks being 5.33 (35.55%).
- (c) The average performance in Education Theory & Philosophy is quite close to performance in Education Psychology i.e. 5.38 (35%).

#### (4) Age wise performance in Pedagogical Skills



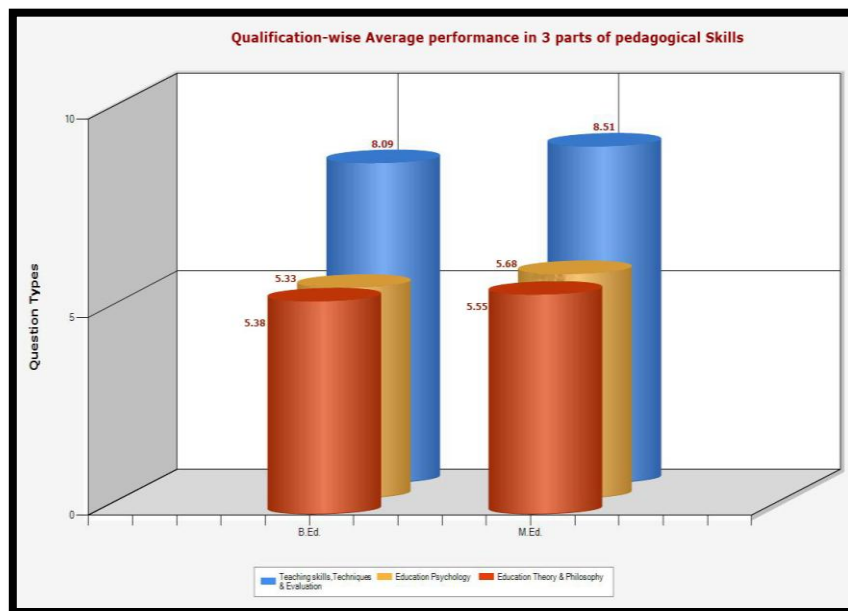
**Graph 6**

#### Observations

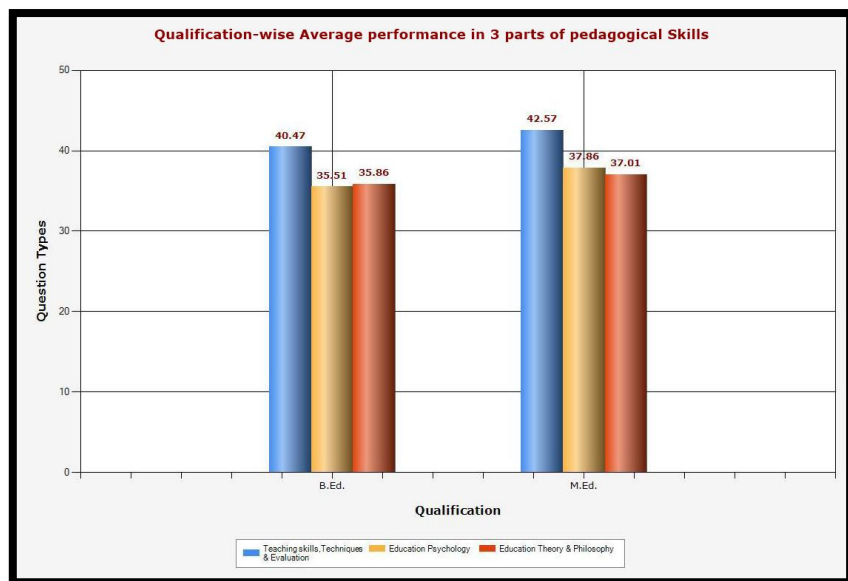
- (a) Teachers above 50 years of age have scored least in all the sections of PS.
- (b) The teachers in age group of 31-40 years have got highest marks in two sections 'Teaching skills, techniques and evaluation' and 'Education Theory and Philosophy' as compared to other groups.
- (c) On an average the age group 31-40 years has performed the best.

### (5) Qualification wise average performance in Pedagogical Skills

The teachers were analyzed on the basis of the professional degree - B.Ed. and M.Ed., they would have taken and the following graphs were obtained with respect to marks and percentage obtained



Graph 7



Graph 8

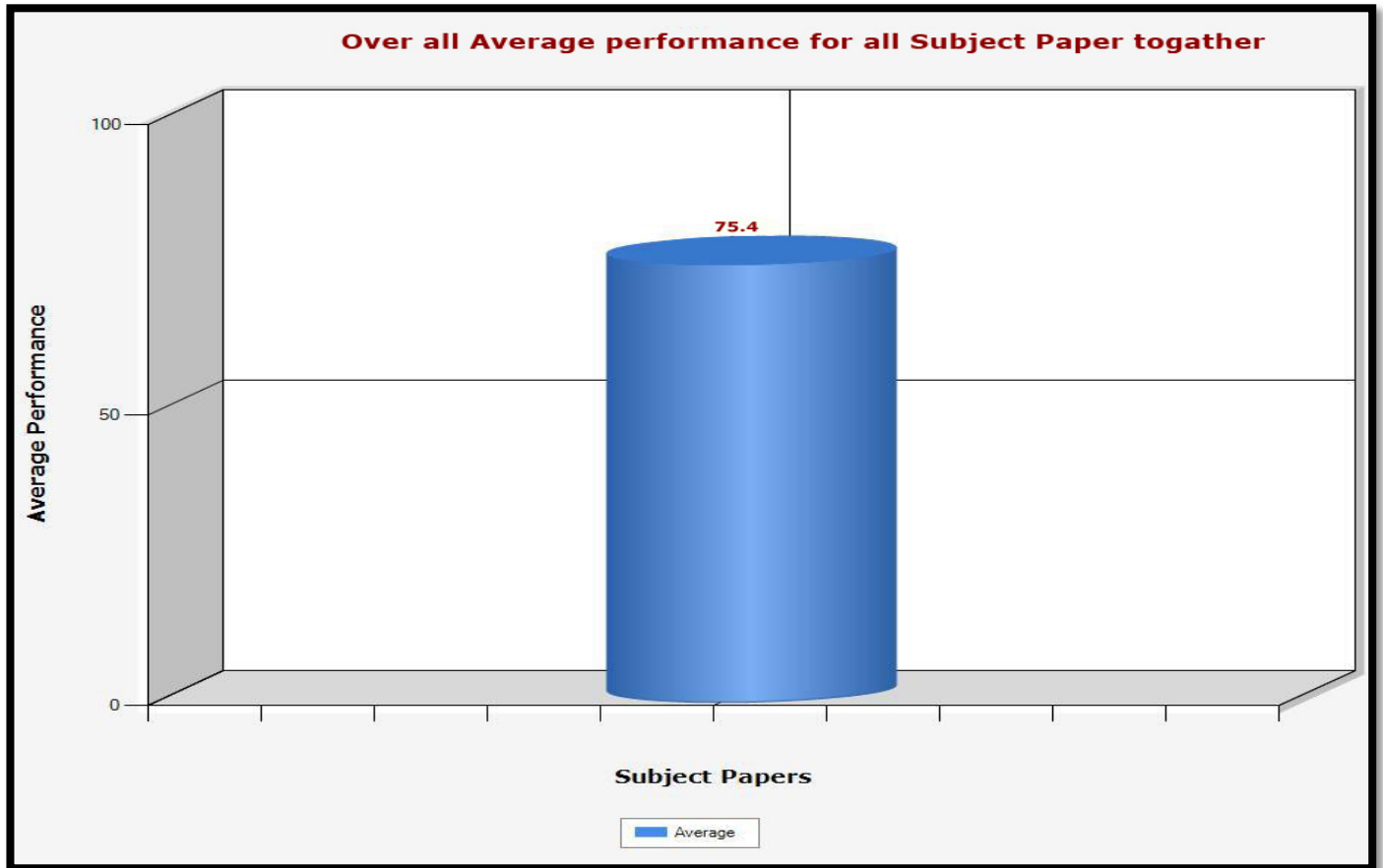
### Observations

- (a) As evident from the graph, M.Ed. teachers have performed better than the B.Ed. teachers in all the three sections of Pedagogical Skills. However, the difference is not very significant.



## Areas of Evaluation for Subject Papers

### (6) Overall performance in all the Subject Papers

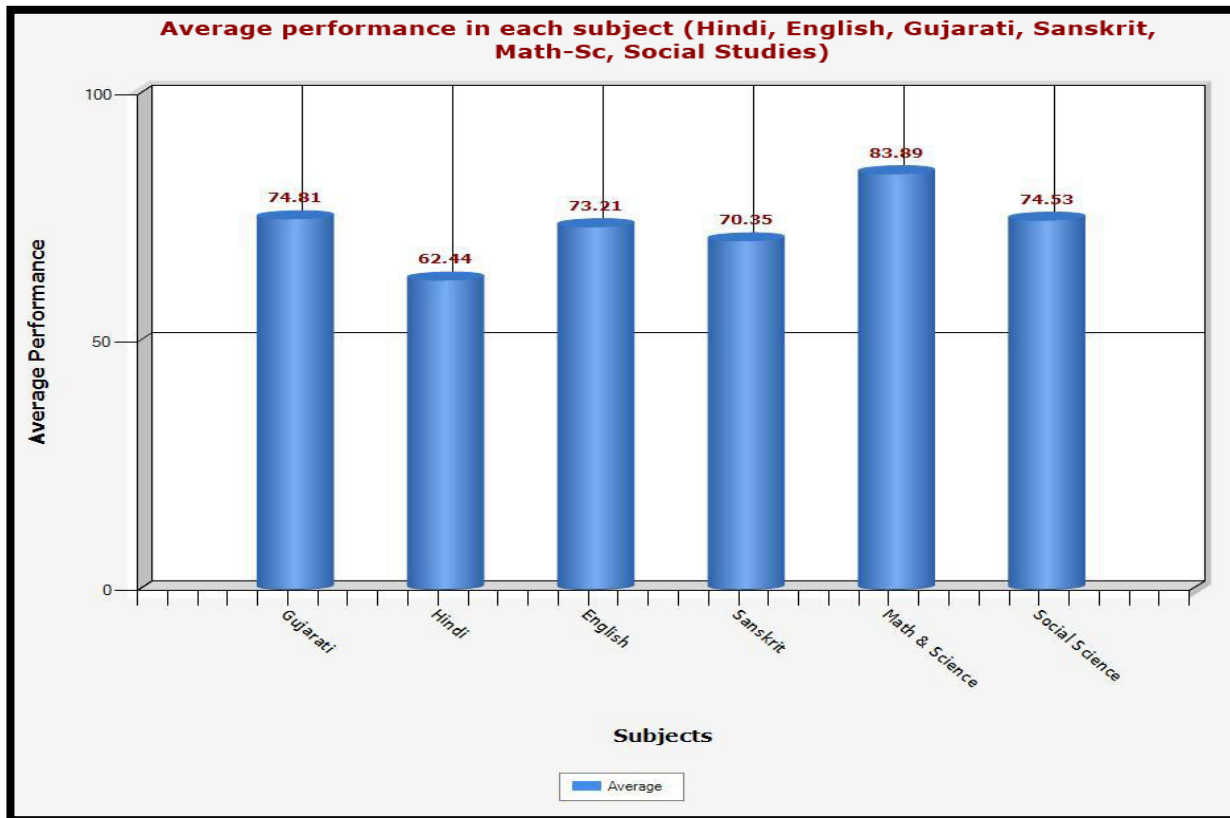


**Graph 9**

#### **Observations**

- (a) Average overall performance in various Subject put together is 75.4% (Mathematics, Science & Technology, Social Science, English, Gujarati, Hind and Sanskrit)

(7) Performance in each subject



Graph 10

**Observations:**

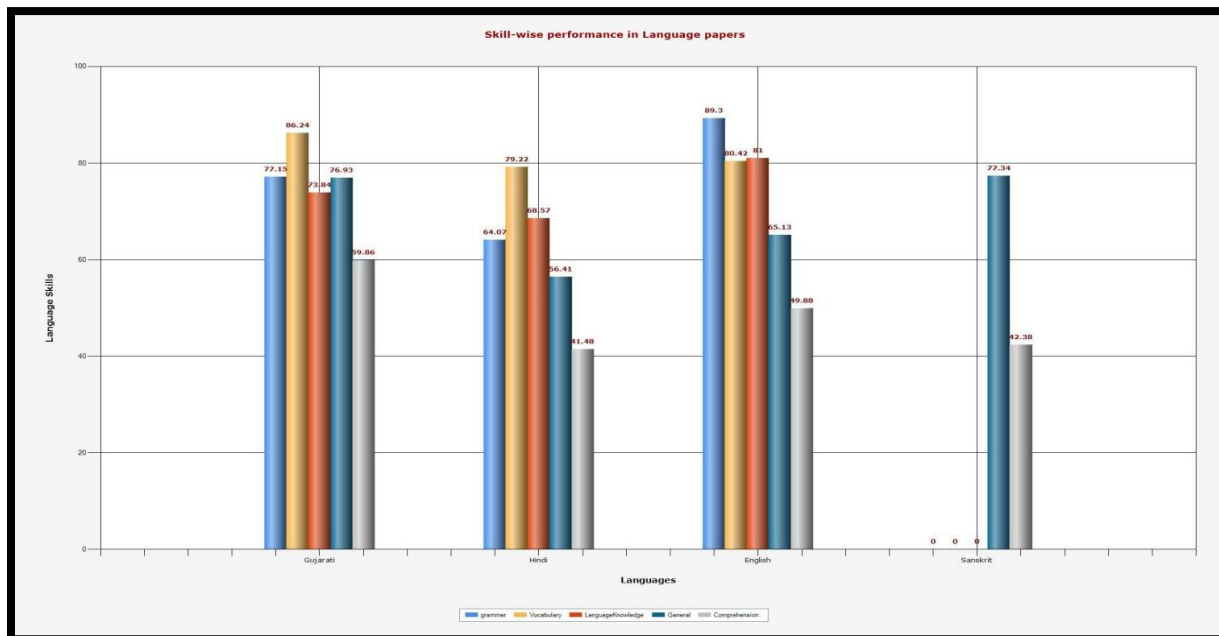
- (a) The score in Math and Science & Technology is to the tune of 83.8% and in all subjects, teachers have scored more than 60%.

## Areas of Evaluation for Language Papers

### (8) Skill wise performance in all the languages was tested.

The five areas selected to gauge the teachers' performance are as follows:-

- (a) Grammar
- (b) Vocabulary
- (c) Language knowledge
- (d) General
- (e) Comprehension

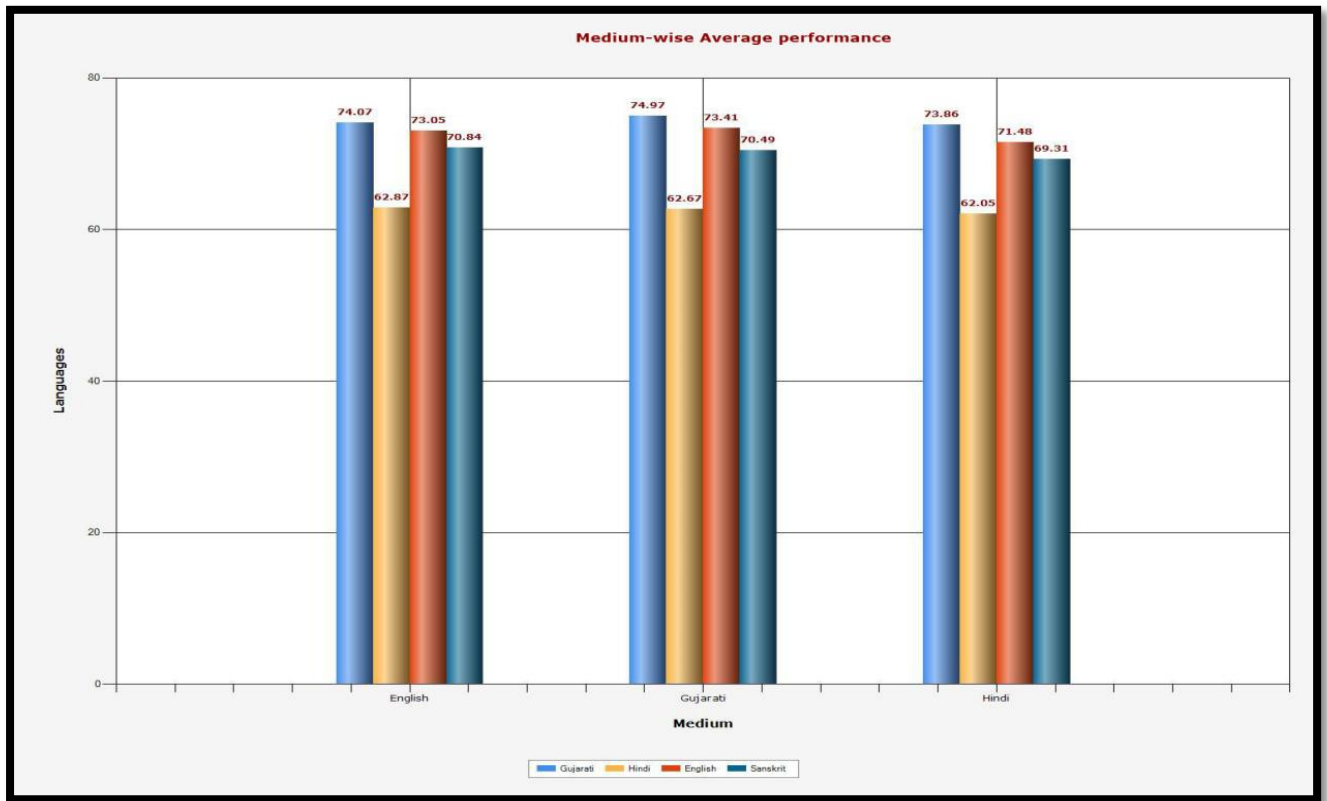


**Graph 11**

#### **Observations:**

- (a) In all the languages papers, the results of grammar and vocabulary are better than the rest. However, despite that the comprehension levels are very low
- (b) For the Sanskrit language the teachers have performed well by obtaining nearly 77% in the general knowledge section of the language, however here too comprehension skills are very low almost like English language.

**(9) Medium wise performance**

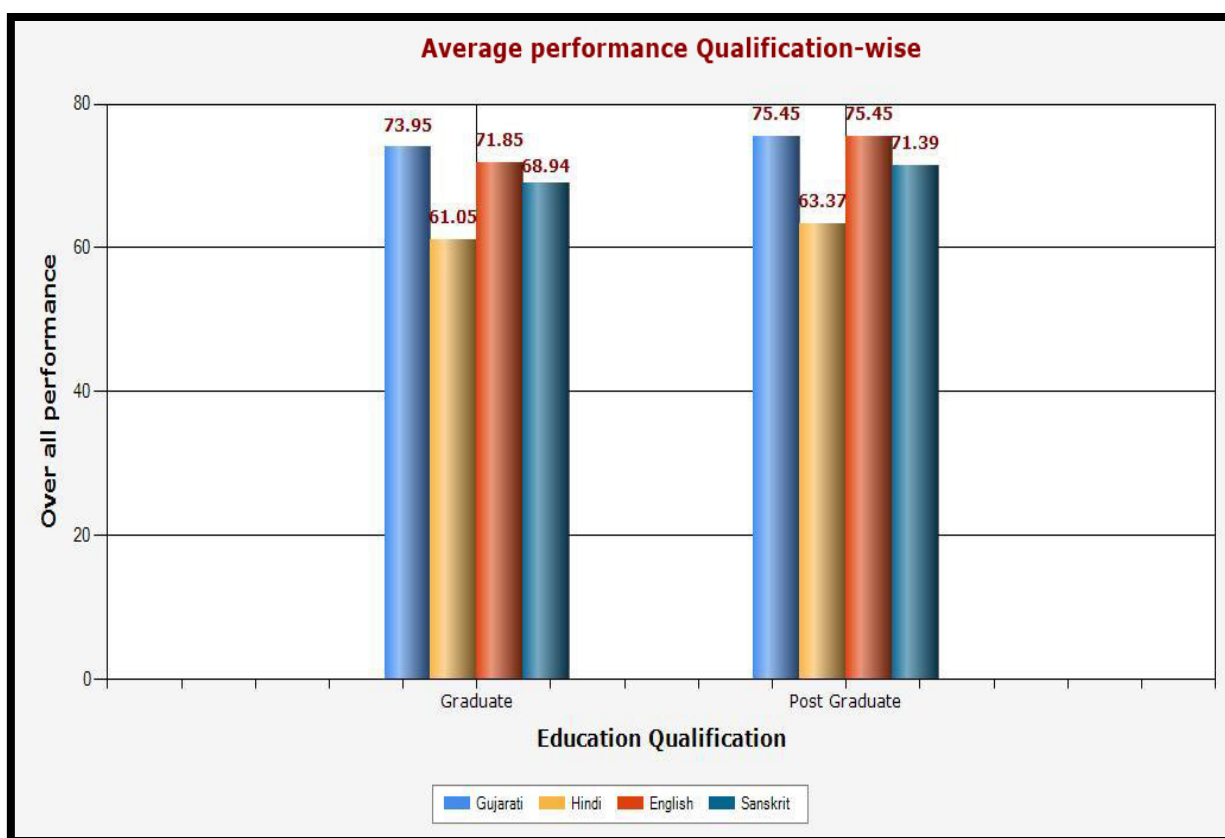


**Graph 12**

**Observations:**

- (a) The teachers have performed almost in similar manner irrespective of the medium of instruction followed in their schools.

## (10) Qualification wise performance



**Graph 13**

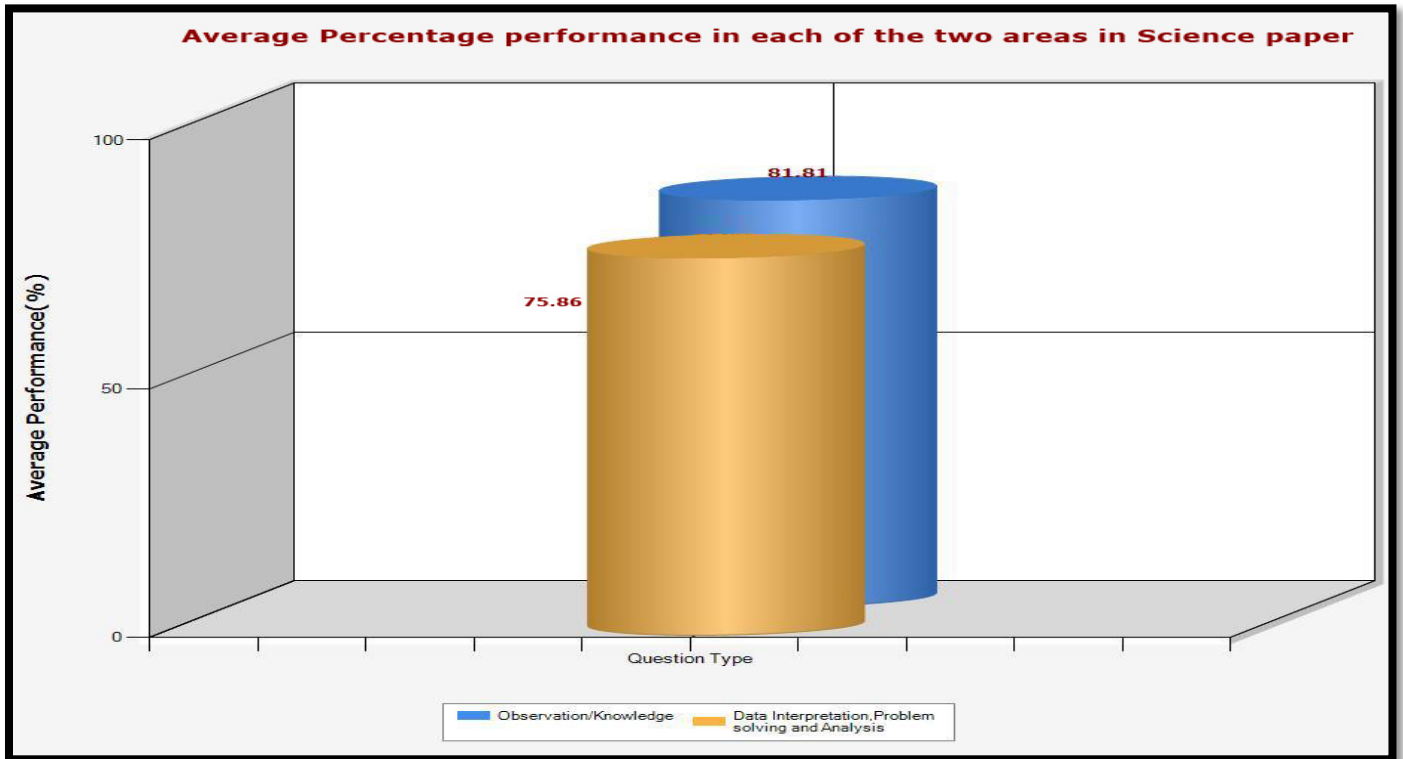
### Observations:

- (a) Overall post graduates have performed better than graduate teachers
- (b) Hindi language teaching is found to be effected in both, with average performance of 62%.
- (c) The difference is seen in the Gujarati language and English language teaching.

## Areas of Evaluation for Mathematics and Science & Technology

### (11) Average performance in Science & Technology

The questions of the Science & Technology were based Observation/Knowledge and Data Interpretation, problem solving and analysis.



**Graph 14**

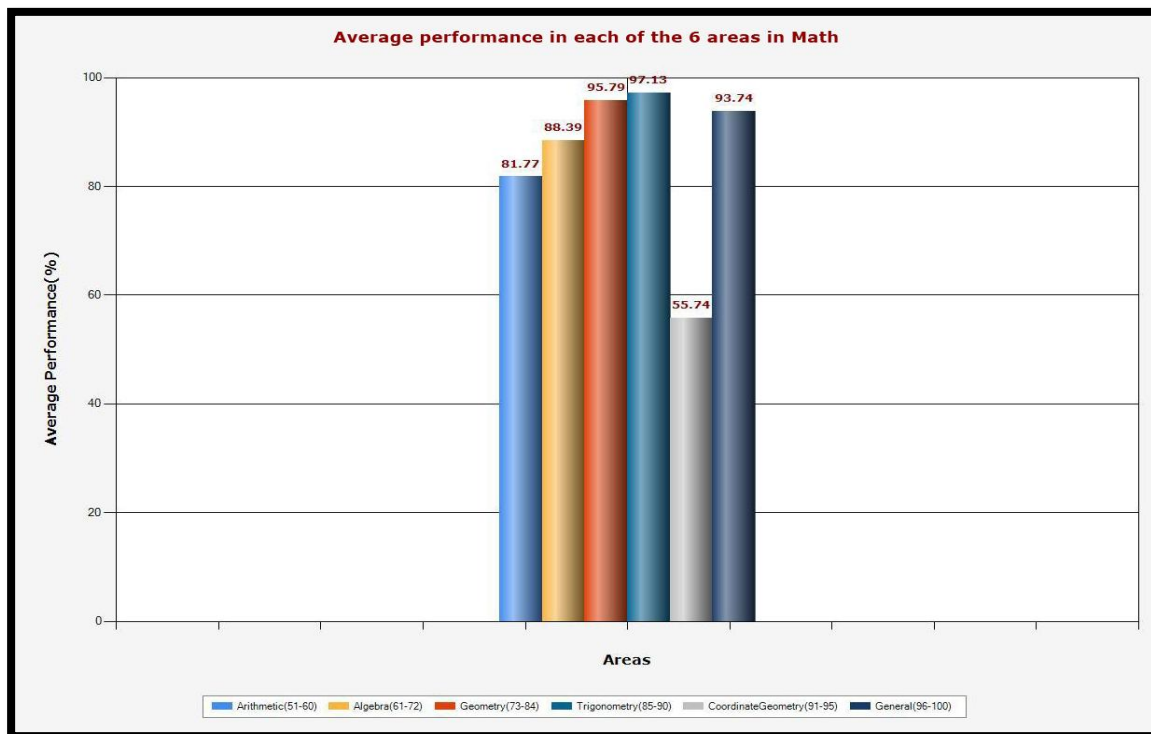
#### **Observations:**

- Teachers have performed better in the observation and knowledge based questions where there's transfer of information
- There is a decline in percentage in the data interpretation, problem solving and analysis

## (12) Average performance in Mathematics

The teachers were tested for various skills in math with specific marks allocated to them,

- (a) Arithmetic (10)
- (b) Algebra (12)
- (c) Geometry (12)
- (d) Trigonometry (6)
- (e) Coordinate geometry (5)
- (f) General (5)

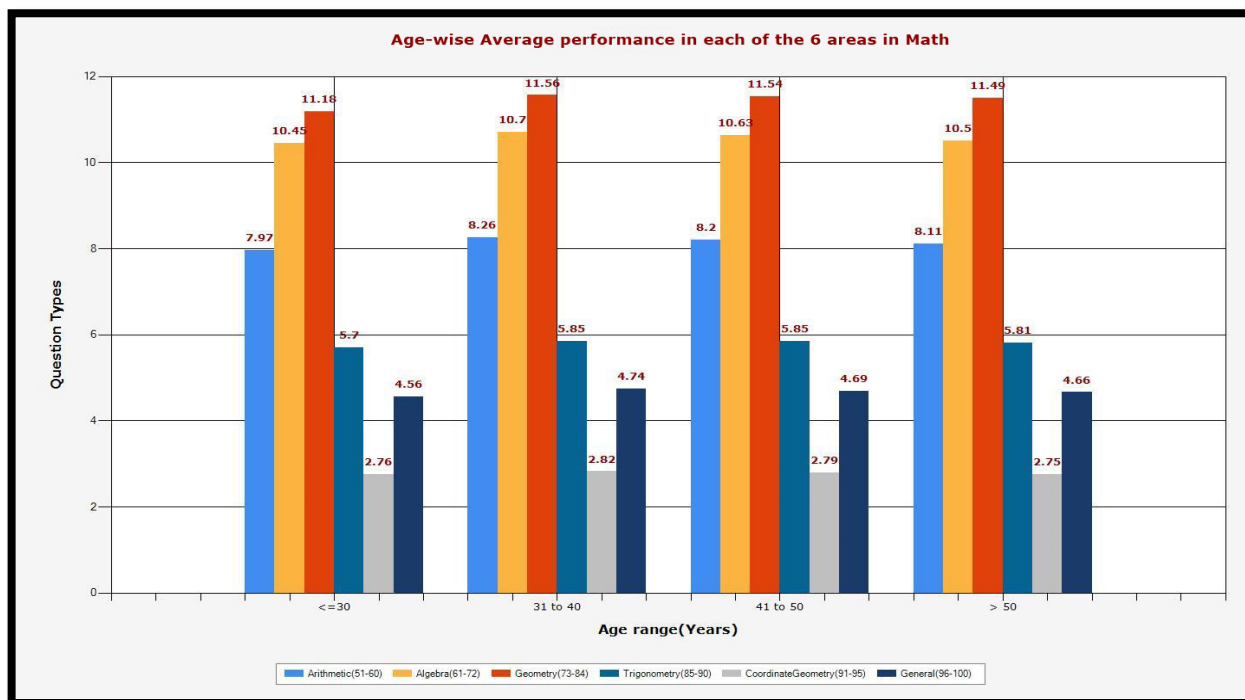


**Graph 15**

### Observations:

- (a) The Mathematic teachers have performed best in trigonometry and have scored least in the section of coordinate Geometry
- (b) The overall average performance of the teachers is good in all the sections of the paper with above 80%, except in coordinate geometry which is less than 55%.

### (13) Age wise performance in Mathematics



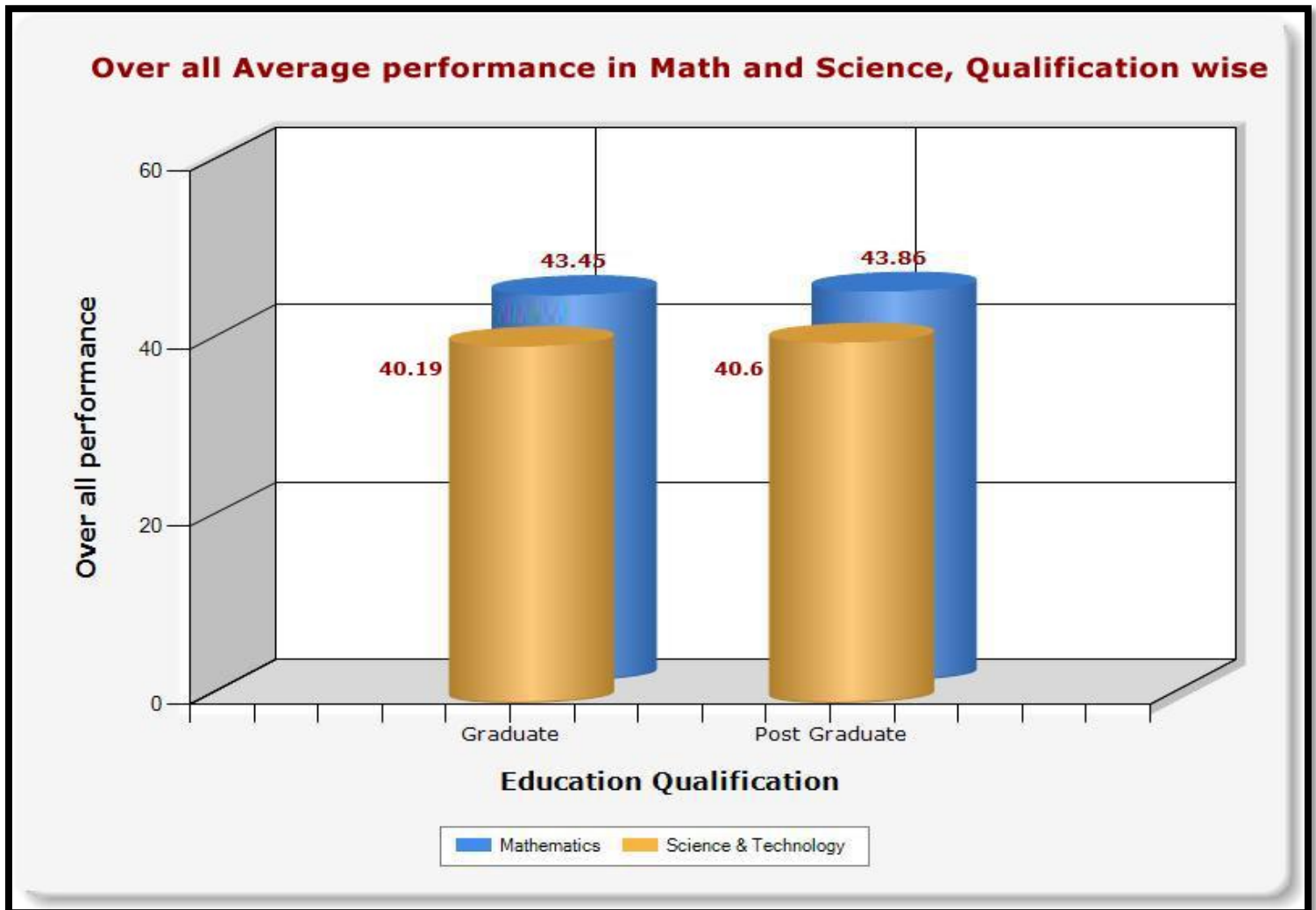
Graph 16

#### Observations:

- (a) Similar pattern of performance is seen across all the age-groups which shows stagnancy of information delivery
- (b) There's fall in the percentage of performance in the section of Co-ordinate Geometry where there's average 2 marks out of 5. This means only 50% marks achieved by all the teachers



**(14) Qualification wise Performance in Mathematics and Science & Technology**



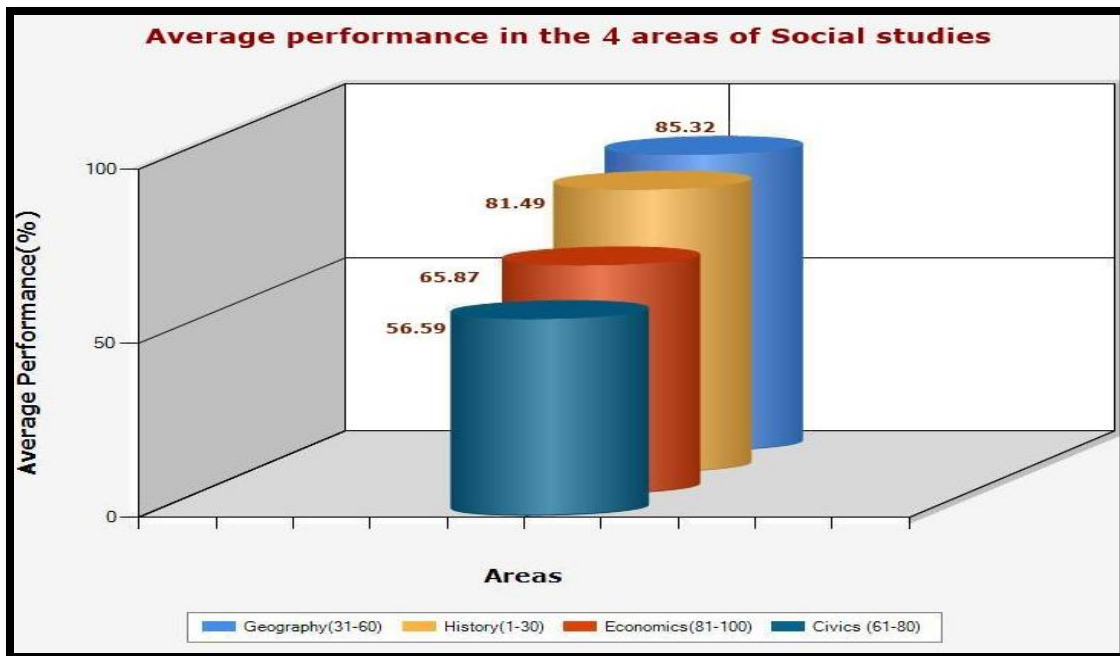
**Graph 17**

**Observations**

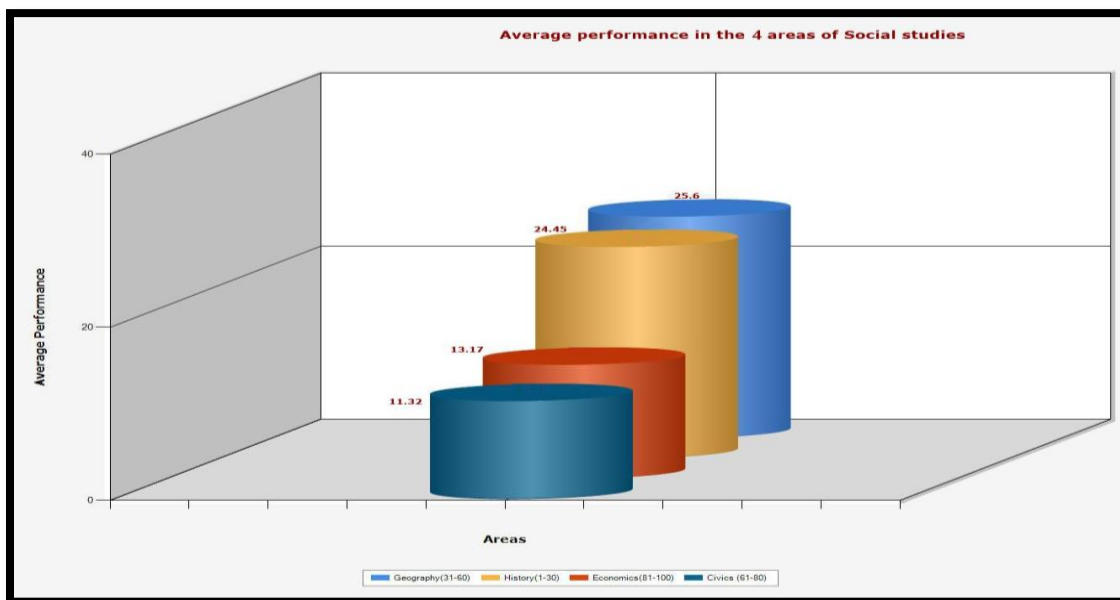
- (a) Performance of graduate teachers and post-graduate teachers nearly similar
- (b) Though the marks obtained in Mathematics are higher than Science & Technology, they do not cross even 50% marks

## Areas of Evaluation for Social Science

### (15) Average performance in Social Science



Graph18

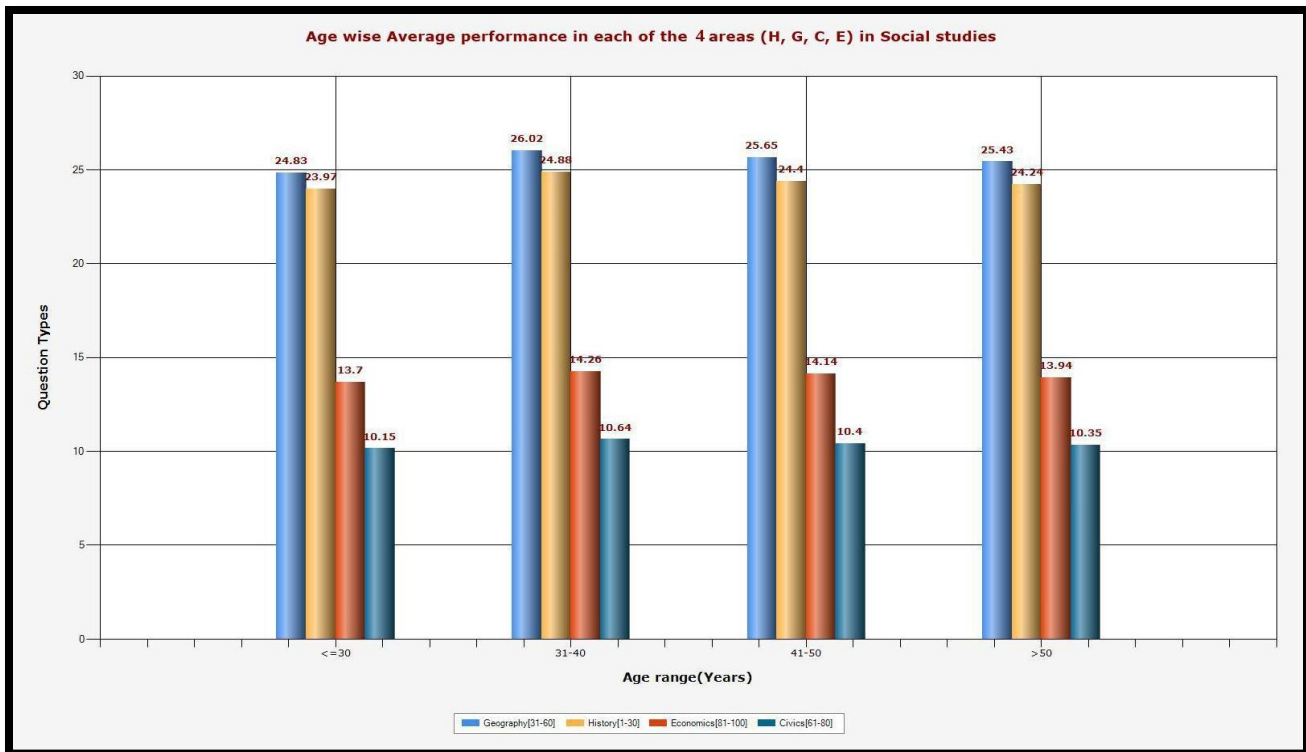


Graph 19

### Observations

- Performance in Geography and History section of Social Science is better than in Civics and Economics.
- There's a big gap of approximately 15% in the performance in sections of Civics & Economics and Geography & History

## (16) Age wise Performance

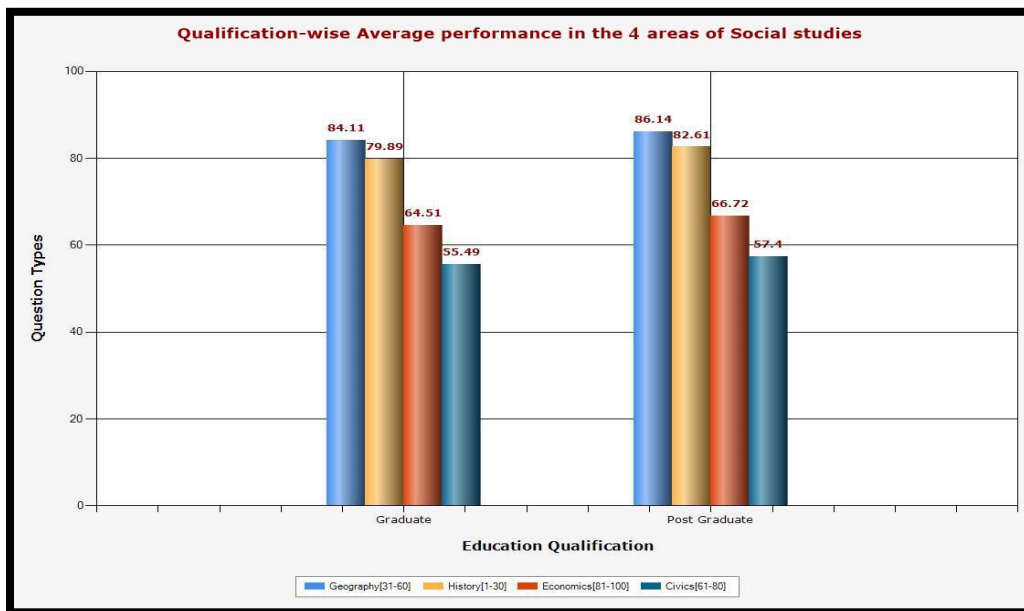


Graph 20

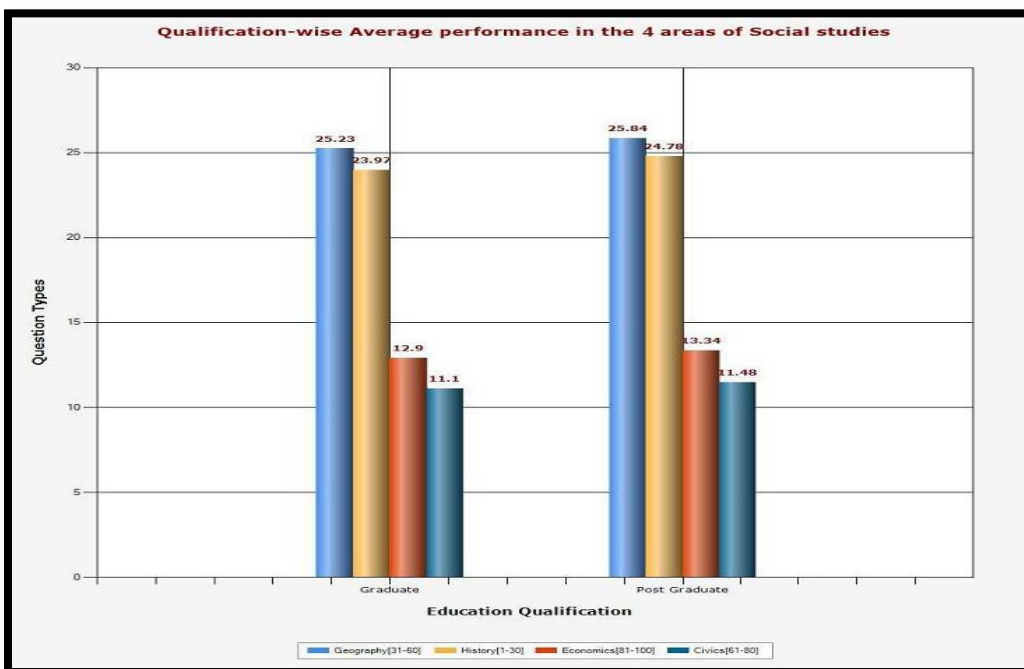
### Observations:

- As observed in the earlier graphs too, there's similarity in the teachers performance across all age groups and in all the four sections of the subject.
- Contrary to expectation, there isn't any increase seen in performance of the teachers, with the increase in the age.

**(17) Qualification wise performance in Social Science**



**Graph 21**



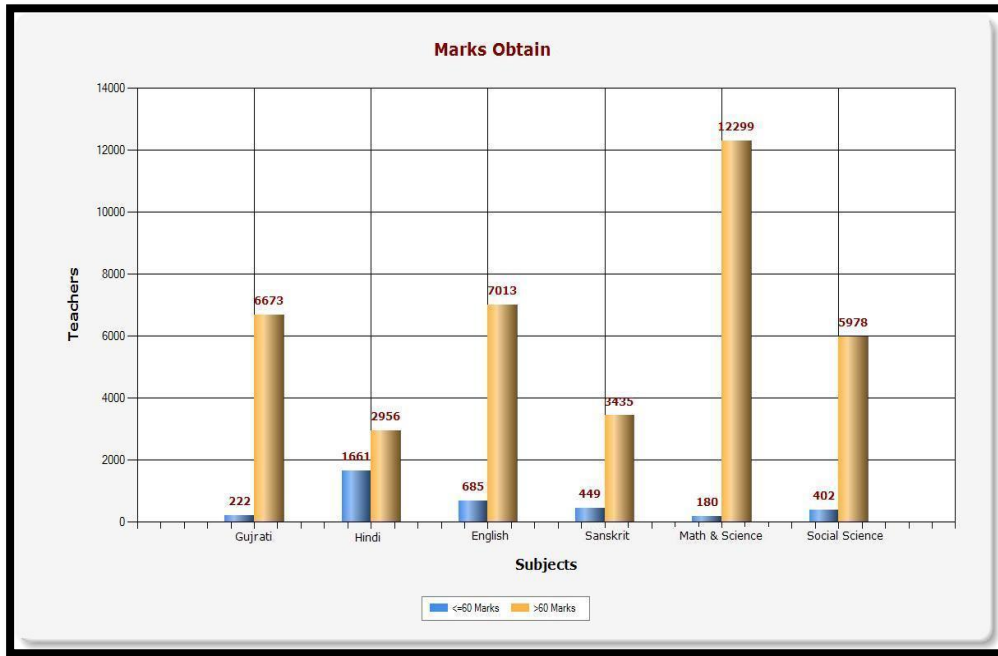
**Graph 22**

**Observations:**

- (a) The post graduate teachers have scored a little higher (2%) than the graduate teachers
- (b) The similar trend of better performance can be seen in Geography & History than Economics & Civics.

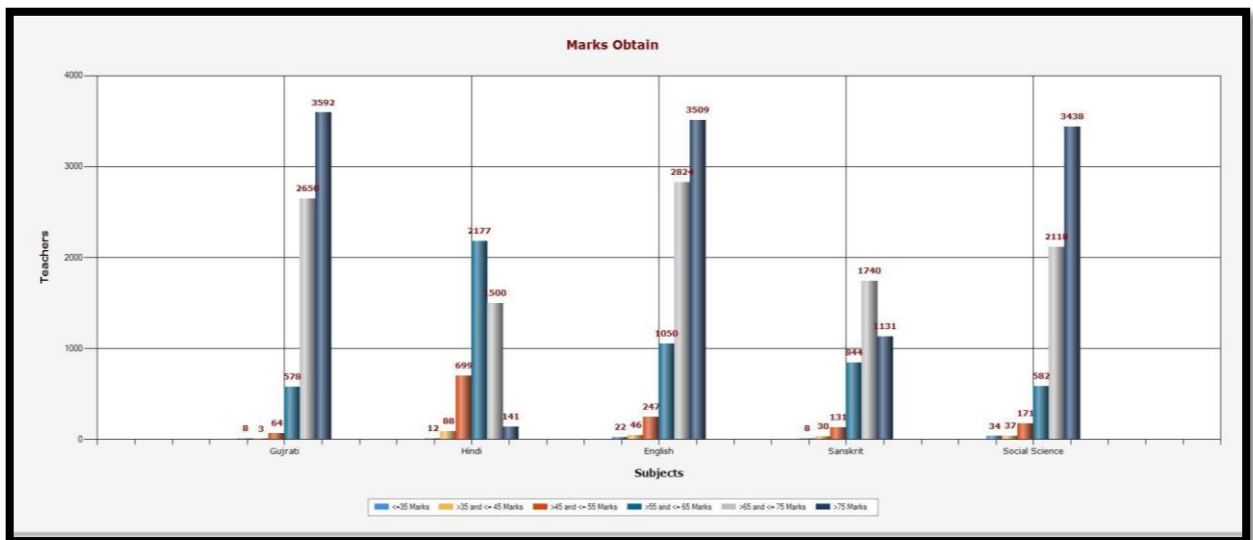
# SUMMING UP ALL THE RESULTS

(1) Marks obtained in all the subjects



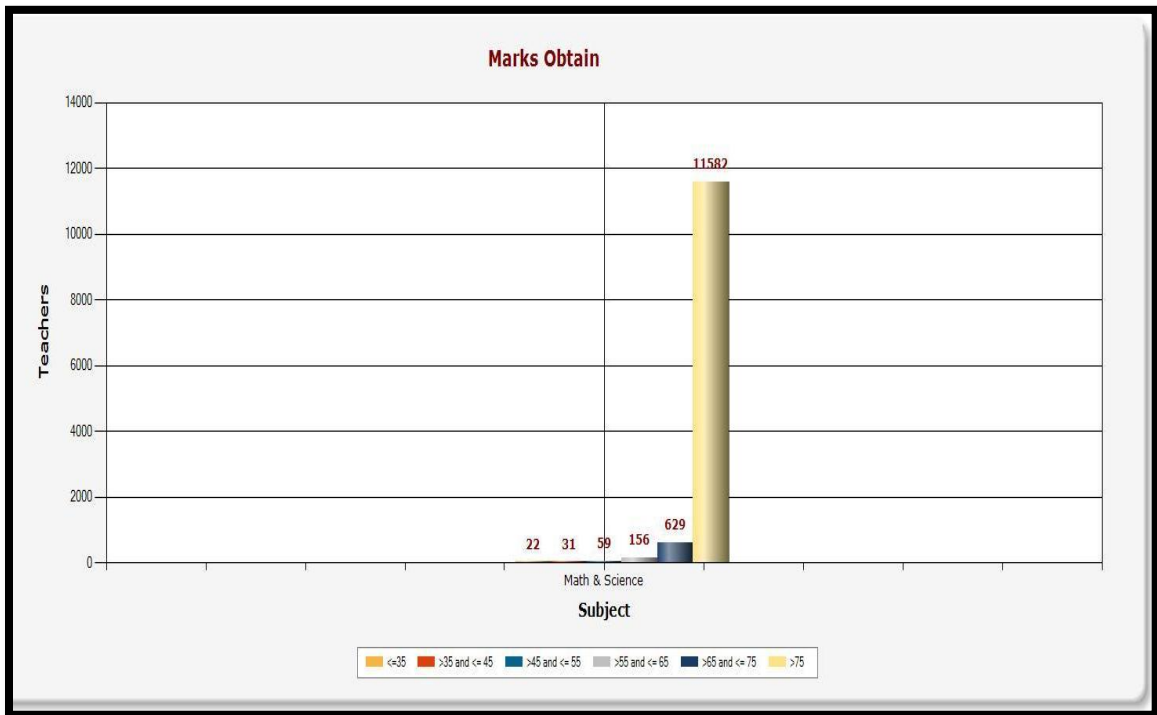
Graph 23

Graph depicting marks obtained in all subjects (Gujarati, Hindi, English, Sanskrit, Math and Science and Social studies) above 60% and below 60%



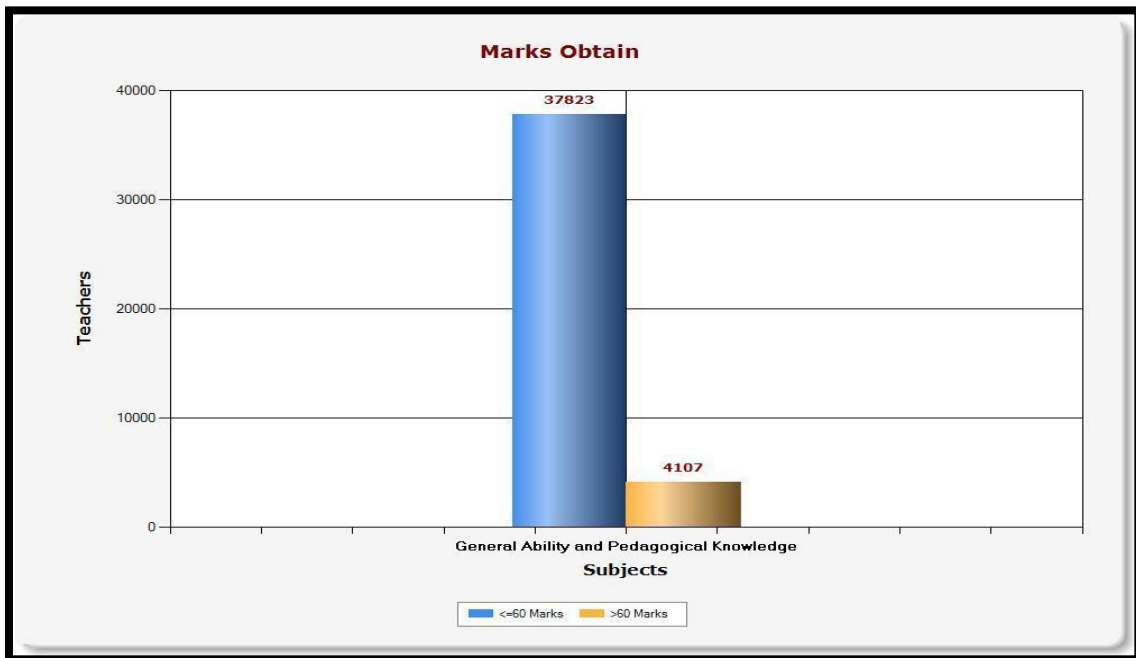
Graph 24

Graph depicting marks obtained in all subjects except math and Science (Range-wise)



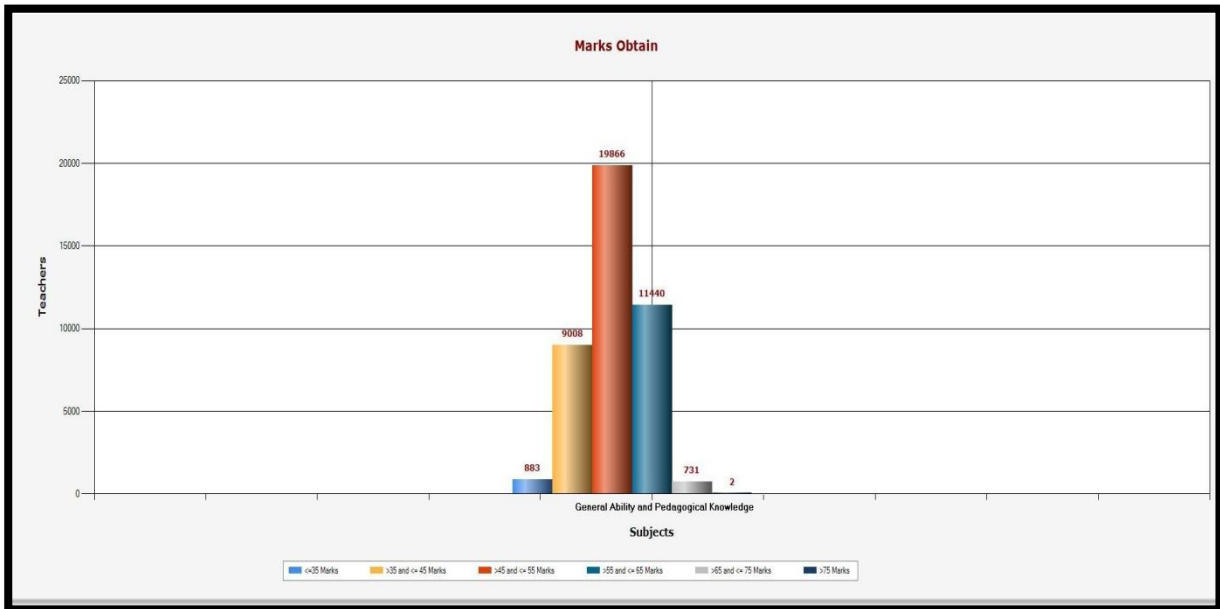
Graph 25

Graphs depicting marks obtained in all subjects in Math and Science (Range-wise)



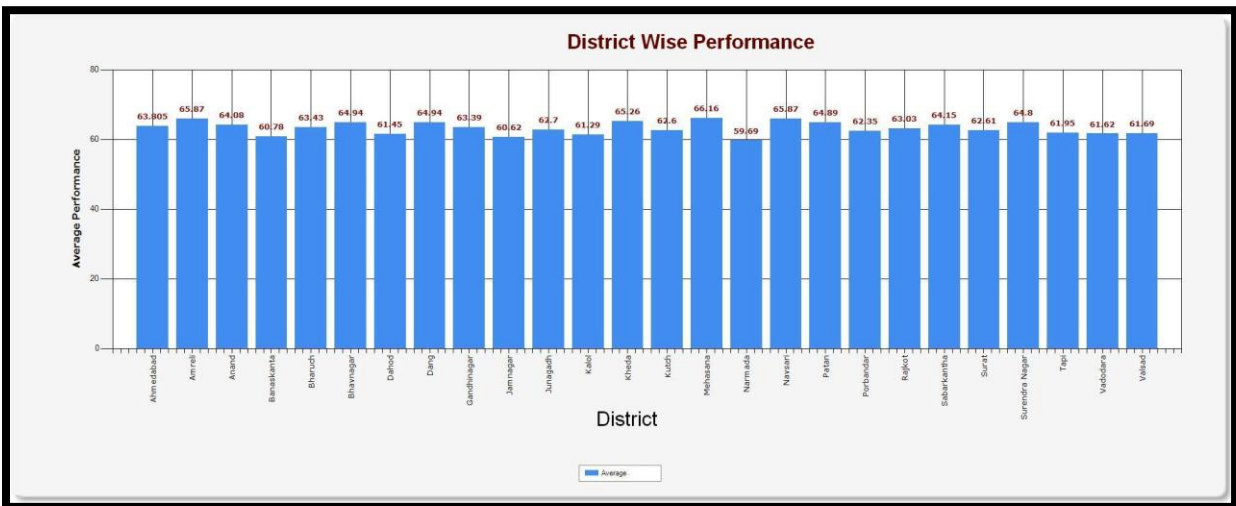
Graph 26

Graphs depicting marks obtained in Pedagogy Skills and General Ability above 60% and below 60%



Graph 27

Graphs depicting marks obtained in Pedagogy Skills and General Ability (Range-wise)



Graph 28

### Observations

- The results of the districts are similar with very little difference in the percent of marks obtained.
- The percentage of performance range between 60 - 70% marks in subjects
- Mehsana district have scored highest (66.16%) and Narmada district has scored least (59.69%)

# CONCLUSIONS AND SUGGESTIONS



## VI. Conclusions

Analyzing all the graphs, one can conclude the following:-

- (1) As can be seen from the above 'Summing-up graphs' (Graphs 23 to 27), teachers have performed very well in their respective subjects. Only 8.5% teachers have obtained marks below 60% and the rest 91.4% teachers are above 60% marks
- (2) Within the group of 1<sup>st</sup> divisioner (i.e. above 60% marks), 57% teachers have obtained above 75%; 25% are between 65.1 and 75% and 13% between 55 and 65%.
- (3) Between districts, no substantial difference can be noted (Graph 28).
- (4) From the graphs and above points, one can conclude that the teachers have good grasp over their text book knowledge. The questions were based on the same; therefore the real challenge is now the delivery.
- (5) From the graphs on General ability and Pedagogical skills, one can conclude that 90.2% teachers fall below 60% and only 9.7% are above 60% of marks.
- (6) Within the group of 1<sup>st</sup> divisioner, only .004% teachers are above 75% marks and 1.71% teachers are between 65-75%, rest 98% are below these categories.
- (7) Within General ability and Pedagogical skills, teachers have scored more in 'Teaching skills, Techniques and Evaluation' than in 'Educational Psychology' and 'Education theory and Philosophy' (Graph 3). However, this score is also less than 41% (Graph 5), which could be due to lack of adaptation of the new methods in teaching skills. They need training on latest teaching techniques. They also need to be updated on new Education theories and methodologies and should undergo session on understanding class and students. The teachers would also need a few sessions pertaining to assessment, evaluation and curriculum making
- (8) One can notice that irrespective of age group, the performance is more or less equal, which means modules on self development; self respect and attitude towards Education need to be incorporated.
- (9) Teachers in the age group of 31 – 40 years (Graph 20) have shown comparatively better results than the other age groups. This could be because these teachers have required qualifications in the recent years and experience.
- (10) Performance of teachers in the age group above 50 is the lowest. While a concrete reason cannot be ascertained but it could be due to wide gap between their training and today's syllabi, age factor, lack of enthusiasm due to repeated teaching.
- (11) Although teachers have scored well in the vocabulary as well as grammar section of language papers, their comprehension is very poor. The reason could be because, while they have acquired the language skills, they are not able to apply the knowledge. The teachers are recommended to undergo sessions writing skills.

- (12) Teachers of Math and Science & Technology across all age groups have performed better in Mathematics as compared to Science. However, they have shown less performance in Geometry. There could be modules to develop their scientific fervor and help them use the techniques in class.
- (13) Teachers of Social Science have shown better performance in Geography and History where the syllabi is fixed in terms of information. While subject like Civics and Economics keep changing at regular intervals.
- (14) The performance of M.Ed. teachers is better than B.Ed. teachers and this could be due to additional practice and experience of these teachers. With training, B.Ed. teachers will cover up their shortfall
- (15) In the Science papers, there is a decline in percentage in the data interpretation, problem solving and analysis indicating that though they are good with the content knowledge there's a gap in the practical application of the information.

# **RECOMMENDATIONS FOR WORKSHOP MODULES**

## VII. Recommendations

Based on the results and their analysis, the following modules for workshops are recommended for teachers

*Various graphs attached above, point in one direction that the teachers can and should enhance their own knowledge in their respective subjects, methods of teaching, information about various teaching theories and theorists and knowledge about what is happening in the education world around them. And this is possible if they have access to information as and when required. With Gujarat Government's efforts of providing IT infrastructure with internet connectivity in all the schools, it is very much feasible.*

- (1) **Technology in Education** – Knowledge of technology can help them dig out the required information; use the same to create various resources for classroom teaching. Thus, modules on using technology in classroom are highly recommended. The teachers will be able to create classroom resources like posters, worksheets, handouts, question papers, test papers etc. as well as use various gadgets and gizmos like computer, video camera, digital camera, scanner, audio system in their teaching to enhance academic performance.

*It is important that teachers are good communicators. During the checking of the papers, it was found that many instructions laid down by the agency were defied. Despite very clear directives, the response by the teachers was not in tune with the instructions; this was reflected in the way the OMR sheets were filled, attempted, packed and sent.*

- (2) **Communication** – Thus a module on communication is advised, The module will look at communication and its place in education
  - (a) What is meant by the terms communication and education?
  - (b) In what ways does communication contribute to learning?
  - (c) How do the various kinds of communication operate in the classroom?

*From the results of Pedagogy and General Ability papers as depicted in the graphs 1 to 4, it is evident that teachers need to work on a lot on the current information/knowledge, skills/techniques and attitude towards teaching. They need information on different theories and their classroom applications. They also need to know how these theories work in combination with resources in classroom teaching. Thus, modules on the below mentioned topics could be of value to the teachers.*

### **Information/Knowledge based modules**

- (3) **Multiple Intelligence** – The graphs depicting performance in pedagogy papers have The module will provide detailed information on Dr. Howard Gardner's theory of 'Multiple Intelligence' such that teachers understand why students in a class respond in different manners, why they have different preferences and how they can teach the same topic such that it caters to all the intelligences.
- (4) **Constructivist approach in teaching** – It is important for teachers to know that students are not blank slate but come with some knowledge to the class. The module will teach

them how this theory can be applied in the classroom such that students can construct their own known knowledge.

- (5) **Curriculum and Assessment** – The teachers through this module would understand the importance of curriculum and assessing children based on it. The module will touch upon Comprehensive and continuous Evaluation (CCE) and teach them
  - (a) Concept of Curriculum
  - (b) Difference between Curriculum and Syllabus
  - (c) Types of assessments.
  - (d) Difference between assessments and evaluation
  - (e) Understanding what to assess and how to do so

### **Skills/Techniques**

- (6) **Teaching Skills and Strategies** – This module will look into various strategies that a teacher can adopt at different level during a lesson to promote learning. Techniques that can help take care of some of the difficulties in managing the teaching-learning process will be dealt with.
- (7) **Mind Mapping** – The modules will make teachers aware of how mind harnesses different information and how this technique can help students learning and retention power. The technique can be used to teach/learn various topics in different subjects
- (8) **How to teach English using resources** – Teachers will understand the importance of resources and why and how they can be used in class to teach English. They will also be able to design some resources from locally available material

### **Attitude**

- (9) **Importance of life skills in one's life** – module will look into what 'Life skill' means, why a teachers should know about 'Life skills' and how this knowledge can assist her/him in helping a student cope with his studies and show better academic performance.
- (10) **Understanding 'The Child'** - The module will sensitize teachers towards students' need mainly Physical, Emotional, Social, Guidance and Discipline. The module will give glimpses to teachers on different developmental stage of how physical, emotional, cognitive and social skills different at each stage how the curriculum is based on these stages and this how a teacher should interact

# CHALLENGES & SOLUTIONS

## VIII. Challenges faced and their solutions

Some of the challenges faced during the correction and result generation are given in the table below.

IL&FS Education took the given measures to address the challenges

CHALLENGES	SOLUTIONS
<b>Operational Issues</b>	
The answer sheets of both OMR and language survey were mixed up and not sent as was as was decided.	A team of 16 people were deployed to segregation the two types of paper, which took away a lot of time
In Hindi subject paper, many answers were found written either in Gujarati script or the vocabulary used was that of the Gujarati language	The checker took special efforts to correct these kinds of papers and marks were given considering the content
Half of the answer sheets were filled in one hand writing another half in other hand writing	Marks were given on the basis of the answers written
<b>Challenges pertaining to incorrect ways of filling OMR sheets</b>	
Hand written seat numbers were different from the seat numbers written in bubbles Sometimes there were double entries or the bubble were blank or had white ink mark	Only seat numbers entered in bubbles were considered. In such cases the manually written seat numbers were considered
The cell for filling the professional qualification were manually cut and overwritten with degree D.Ed.	Such entries were taken into account but under the category where of 'No qualification mentioned'
Quite a few answer sheets were found with an additional note mentioning that writer was taking test of subject other than what he was teaching	No attention was given to such notes and answers were corrected on the basis of the content written
Two or more 'Subject to appear' cells were marked or left blank and no manual description given.	Time of the exam was considered to identify the paper. For the subject papers after 2 pm, the subject code was considered.
The cells - Exam Date, Time, Gender, Medium, were blank	The entries with only complete details were considered.
Educational qualification were marked in both bubbles of the degrees given Educational qualification cells were left blank	The Higher degree marked was considered. The entries were not considered.
Cell for Date of birth were found in double bubbles, scratched whitener used or with no entry	The handwritten number was taken to be the date of birth.
Blank or errors in both handwritten and bubbles	Such cases were ignored

# PHOTO GALLERY



## PRINTING OF OMR SHEETS

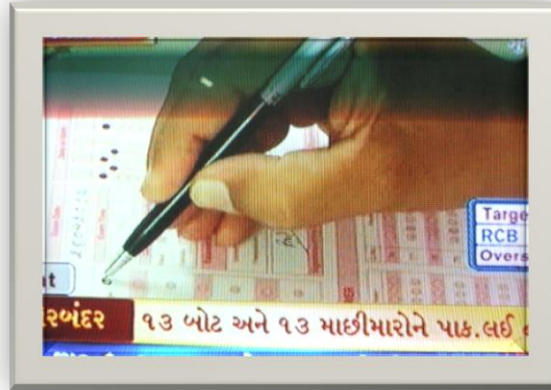


EDUCATION ENHANCEMENT SURVEY (28<sup>TH</sup> APRIL, 2012)





## THE SURVEY AS COVERED BY THE MEDIA



### GSHSEB tests teachers' knowledge

TIMES NEWS NETWORK

Ahmedabad: Teachers of standards IX and X appeared in a first-of-its-kind exam on Saturday conducted by the Gujarat Secondary and Higher Secondary Education Board (GSHSEB) to test their subject knowledge.

While the test's results will not be declared, the exam is being conducted to give the board an internal reality check on the subject knowledge of teachers so that training modules can be planned accordingly.

On Saturday, 4,000-odd teachers appeared for the exam in Ahmedabad which had two modules — a general ability and pedagogy, and a subject-based exam. The papers had multiple-choice questions.

It needs mention that GSHSEB is undertaking a major overhauling of syllabus of secondary and higher secondary sections and plans to have training sessions focusing on key areas for all teachers.

There are some 43,000 teachers teaching standards IX and X in government schools all over the state. The board acknowledges that certain teachers may not be completely abreast with the chapters and curriculum taught in textbooks which may be affecting the quality of teaching in schools.

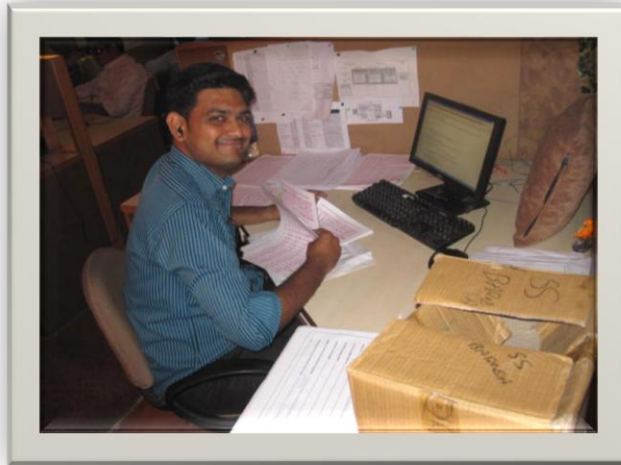
"We want to know the areas where the teachers are lacking so that focused training modules can be planned. This will help us improve the quality of teachers", said board chairman R R Varsani.

District education officer of Ahmedabad R I Patel said that the exam was conducted at 12 centers and there was no case of copying reported.

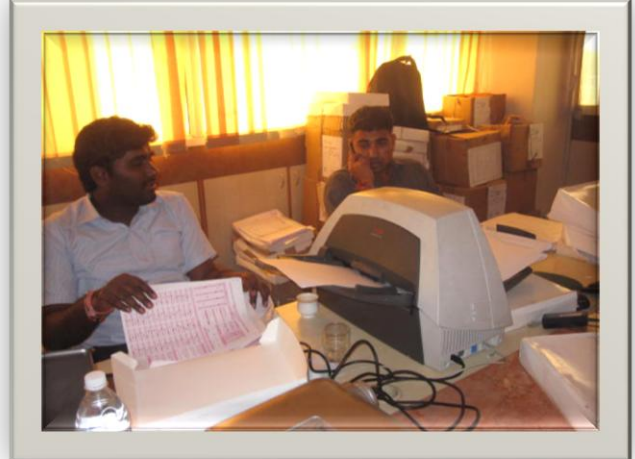
**BACK TO BENCHES**

Rhadresh Gajjar

## SORTING OF OMR AND LANGUAGE SHEETS



## SCANNING AND RESULT MAKING



# ANNEXURES

**Request for Proposal**  
**For**  
**Teachers' Need Assessment**

**Project - B**

**Gujarat Secondary & Higher Secondary**

**Education Board (GSHSEB)**

**(23<sup>rd</sup> December, 2010)**

**GSHSEB/TOR/2010/RFP/2/B**

**Bid Processing fees: Rs 5000 /-**



**Gujarat Secondary & Higher Secondary**

**Education Board (GSHSEB)**

**Sector 10, Near old Sachivalaya,**

**Gandhinagar-382010**

**Date of Pre-Bid Meeting: 06.01.2011, 11 AM**

**Last date of submission Bid: 17.01.2011, 6 PM**

**Date of opening of Technical bid: 18.01.2011, 11 IS**

# Table of Contents

<b>1 INVITATION TO RFP .....</b>	<b>5</b>
1.1 RFP NOTICE .....	5
1.2 IMPORTANT INFORMATION .....	6
<b>2 INSTRUCTIONS TO BIDDERS.....</b>	<b>8</b>
2.1 DEFINITIONS .....	8
2.2 INTRODUCTION .....	9
2.3 TENDER PROCESS FLOW .....	10
2.4 COST OF TENDER DOCUMENT .....	10
2.5 EARNEST MONEY DEPOSIT (EMD) .....	11
2.6 PRE-BID CONFERENCE / RFP CLARIFICATION .....	11
2.7 AMENDMENT TO RFP .....	11
2.8 VALIDITY OF PROPOSAL .....	12
2.9 RIGHT TO ACCEPT / REJECT PROPOSAL .....	12
2.10 PREPARATION OF PROPOSAL .....	12
2.11 SUBMISSION, RECEIPT & OPENING OF PROPOSAL.....	13
2.12 METHODOLOGY & CRITERIA FOR TECHNICAL / COMMERCIAL EVALUATION .....	15
2.13 TECHNICAL PRESENTATION .....	16
2.14 GSHSEB'S RIGHT TO VARY QUANTITIES OF WORK AT THE TIME OF AWARD OF CONTRACT .....	17
2.15 OFFICE IN STATE OF GUJARAT .....	17
2.16 AWARD OF CONTRACT .....	17
2.17 PERFORMANCE BANK GUARANTEE.....	17
2.18 CONFIDENTIALITY .....	18
2.19 COST OF BIDDING .....	19
2.20 DISQUALIFICATION .....	19
2.21 FRAUD & CORRUPTION.....	19
<b>3 GENERAL TERMS &amp; CONDITIONS.....</b>	<b>21</b>
3.1 APPLICATION .....	21
3.2 RELATIONSHIP BETWEEN PARTIES .....	21
3.3 STANDARDS OF PERFORMANCE .....	21
3.4 DELIVERY AND DOCUMENTS .....	21
3.5 AGENCY PERSONNEL.....	22
3.6 APPLICABLE LAW .....	22
3.7 USE OF CONTRACT DOCUMENTS AND INFORMATION.....	22
3.8 GOVERNING LANGUAGE .....	23
3.9 CHANGE ORDERS.....	23
3.10 INTELLECTUAL PROPERTY RIGHTS .....	23
3.11 INSPECTIONS AND TESTS.....	24
<b>4 PROJECT - B.....</b>	<b>25</b>
4.1 ELIGIBILITY CRITERIA .....	25
4.2 TECHNICAL EVALUATION CRITERIA .....	26
4.3 SCOPE OF WORK FOR PROJECT B .....	28
4.4 LIST OF DELIVERABLES AND TIME LINES .....	32
4.5 PAYMENT TERMS.....	33
4.6 SERVICE LEVELS AND PENALTIES .....	35
4.7 ROLES AND RESPONSIBILITIES .....	37
<b>5 ANNEXURE .....</b>	<b>39</b>
5.2 FORM II: PARTICULARS OF THE BIDDER'S ORGANIZATION .....	41
5.3 FORM III - PERFORMANCE BANK GUARANTEE .....	43



5.4 FORM IV: PERFORMANCE STATEMENT .....44  
5.5 FORM V: PROJECT TEAM .....46  
5.6 FORM VI: FINANCIAL BID.....48  
5.7 FORM VII - FORMAT FOR STATEMENT OF DEVIATION.....49  
5.8 FORM VIII - REQUEST FOR CLARIFICATION .....49

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# Chapter 1

## 1 INVITATION TO RFP

### 1.1 RFP Notice

Request for Proposal for selection of Agency for Project B

#### Project Summary

The Government of Gujarat has initiated a series of steps to improve the level of learning in its schools across the state and wishes to take these efforts forward, so as to achieve visible and measurable positive change. The aim is to ensure that Gujarat should be among the top three states of the country in terms of student learning outcomes over the next 5 years.

With this objective, a number of projects focusing exclusively on improving the quality of education and/ or building capacity of teachers and educational personnel have been conceptualised. Agencies are invited to submit proposals to participate in these projects.

Project B consists of following activities

- 1 Developing and conducting a Teachers' Need Assessment in Secondary Schools
- 2 Developing modules for Teachers' Training at Secondary levels
- 3 Designing and Conducting a Question Making and Activity Development Competition for teachers

I. GSHSEB invites proposals from bidders for the projects. The bidders, who intend to participate in this bid, are required to follow the below mentioned stages

1. Pre-Bid Conference
2. Bid Submission
3. Opening of Eligibility /Technical Bid
4. Evaluation of Eligibility Criteria
5. Evaluation of Technical Bids for eligible bidders
6. Presentation on following points by a l bidders:

- a. Understanding of Scope of Work
- b. Approach & Methodology
- c. Manpower / Resource deployment
- d. Project Plan / Timelines

- 7. Opening of Financial bid for all qualified bidders who score minimum of 70 marks as per stages 5 & 6
- 8. A consolidated score for each Part would be calculated by giving 70% weightage to Technical Bid and 30% to Financial Bid.
- 9. The overall score will be calculated based on the **Quality and Cost based selection (QCBS)** criteria.

II. Interested companies may download the RFP document from the website [www.gseb.org](http://www.gseb.org)

III. The bid must be submitted in physical format as explained in section 1.2 below.

GSHSEB reserves the right to reject any or all the Proposals in whole or part without assigning any reasons.

IV. Minimum absolute technical score to qualify for commercial evaluation is 70 marks

V. Bid Validity: 180 days **1.2**

### Important Information

Sr. No.	Information	Details
1.	Date of Issue of Tender Document	23.12.2010
2.	Last date for submission of written queries for clarifications <b>Only by e-mail.</b>	31.12.2010, 6 PM <a href="mailto:secgseb@yahoo.in">E-mail: secgseb@yahoo.in</a>
3.	Place, date and time for Pre bid conference	06.01.2011, 11 AM Committee Room Gujarat Secondary & Higher Secondary

		Education Board, Sector 10-B, Near Old Sachivalaya, Gandhinagar -382010
4.	Last date and time for submission of DDs of EMD & Bid Processing fees in GSHSEB physically.	17.01.2011, 6 PM
5.	Last date and time for submission of proposals (Technical and commercial)	17.01.2011, 6 PM
6.	Place, date and time for opening of technical proposals	18.01.2011, 11 AM Committee Room Gujarat Secondary & Higher Secondary Education Board, Sector 10-B, Near Old Sachivalaya, Gandhinagar -382010
7.	Technical Presentation by Agencies in front of committee	20 <sup>th</sup> to 25 <sup>th</sup> January, 2011 Schedule of Presentations would be informed to Eligible Bidders.
8.	Place, date and time for opening of financial/commercial proposal	The place, date and time for opening of financial/commercial proposal will be given to the technically qualified bidder later on.
9.	Bid validity	180 days

**NOTE:** Please note that this bid document is not for actual award of contract / work order but to understand the approach & methodology;

## Chapter 2

### 2 INSTRUCTIONS TO BIDDERS

#### 2.1 Definitions

1. “Applicable Law” means the laws and any other instruments having force of law in India as they may be issued from time to time.
2. “Proposals” means proposals submitted by bidders in response to the RFP issued by GSHSEB for selection of consulting firm/company.
3. “Committee” means committee set up for the purpose of evaluation of bids.
4. “Contract Price” means the price payable to the Agency on the panel of GSHSEB under the Contract for the complete and proper performance of its contractual obligations.
5. “Agency” means any private or public entity, which will provide the services to GSHSEB under the contract.
6. “Contract” means the Contract signed by the parties along with the entire documentation specified in the RFP
7. “Day” means Working day
8. “Effective date” means the date on which the contract comes into force and effect.
9. “Government” means State Government of Gujarat.
10. “Member” means any of the entities that make up the joint venture/ consortium/ association, in relation responding to this RFP
11. “GSHSEB” means Gujarat Secondary & Higher Secondary Education Board, Sector 10-B, Near Old Sachivalaya, Gandhinagar -382010.
12. “Personnel” means professional and support staff provided by the agency and assigned to perform services to execute an assignment and any part thereof.

13. “Services” means the work to be performed by the agency pursuant to the selection by GSHSEB and to the contract to be signed by the parties in pursuance of any specific assignment awarded to them by GSHSEB.

## **2.2 Introduction**

The government of Gujarat has initiated a series of steps to improve the level of learning in its schools across the state and wishes to take these efforts forward, so as to achieve visible and measurable positive change. The aim is to ensure that Gujarat should be among the top three states of the country in terms of student learning outcomes over the next 5 years.

With that objective, a number of projects focusing exclusively on improving the quality of education and / or building capacity of teachers and educational personnel have been conceptualised. Agencies are invited to submit bids to participate in these projects

### **Key Statistics and information**

Gujarat has 32051 elementary (primary and upper primary) schools and 8981 secondary schools spread over 26 districts and 230 blocks in the state.

Primary education consists of classes 1-5, upper primary from 6-8 and secondary comprises of classes 9-10.

Number of enrolled students at primary and upper primary school level is 76.62 lacs. The number of students at secondary level is estimated at 18.00 lacs.

The number of teachers at elementary level was 194,000 in 2007-08.

All Government, grant-in-aid and self-finance registered secondary schools are affiliated to the Gujarat Secondary and Higher Secondary Education Board. Medium of instruction in over 93% schools is Gujarati. English, as a second language, is made compulsory in all secondary schools.

## 2.3 Tender Process Flow



## 2.4 Cost of Tender Document

1. Bid Processing Fee of Rs. 5000/- (Rupees Five Thousand only) in the form of DD in favour of “Chairman, Gujarat Secondary and Higher Secondary Education Board” payable at Gandhinagar, should be deposited towards cost of tender document.
2. Proposals not accompanied by Bid Processing Fees shall be rejected as non-responsive.
3. The Bid Processing fees shall be non-refunded to all participating bidders.



## **2.5 Earnest Money Deposit (EMD)**

1. Earnest Money Deposit of Rs. 5 Lakh in the form of DD in favor of “Chairman, Gujarat Secondary and Higher Secondary Education Board” payable at Gandhinagar. Proposals not accompanied by EMD shall be rejected as non-responsive.
2. The successful bidder’s bid security will be discharged from GSHSEB only after the signing of the contract and submission of performance security.
3. Unsuccessful bidder’s EMD will be discharged / refunded as promptly as possible.
4. The EARNEST MONEY DEPOSIT shall be forfeited:
  - a. If a Bidder withdraws its bid during the period of Bid validity specified by the Bidder on the Bid Form;
  - b. Or in case of a successful Bidder, if the Bidder fails to sign the Contract; or to furnish the performance security.
5. No exemption for submitting the EMD will be given to any agency.
6. The bidder is liable to pay liquidated damages and penalty imposed by the Tender Inviting Authority in the event of non-fulfillment of any of the terms or whole of the contract.

## **2.6 Pre-Bid Conference / RFP Clarification**

A prospective Bidder requiring any clarification of the bidding documents may seek clarifications of his queries submitted by e-mail only ([e-mail: secgseb@yahoo.in](mailto:secgseb@yahoo.in)), before the date indicated under section 1.2 of this document. GSHSEB will respond to any request for the clarification of any bidding documents, which receives before date mentioned for submission of queries.

## **2.7 Amendment to RFP**

1. At any time prior to the deadline for submission of bids, GSHSEB may, for any reason, whether on its own initiative or in response to the clarification request by a prospective bidder, modify the bidding documents.

2. All prospective bidders who have received the bidding documents will be notified of the amendment through website, and will be binding on them.

## **2.8 Validity of proposal**

Proposals shall remain valid for a period of 180 days (one hundred eighty days) after the date of Proposal opening prescribed in RFP. A Proposal valid for shorter period may be rejected as non-responsive. GSHSEB may solicit the bidders' consent to an extension of Proposal validity (but without the modification in Proposals).

## **2.9 Right to Accept / Reject proposal**

GSHSEB reserves the right to accept or reject any proposal, and to annul the proposal process and reject all proposals at any time prior to award of contract, without thereby incurring any liability to the affected bidder(s) or any obligation to inform the affected bidder(s) of the grounds for such decision.

## **2.10 Preparation of Proposal**

1. The Proposal and all associated correspondence shall be written in English and shall conform to prescribed formats. Any interlineations, erasures or over writings shall not be valid.
2. The Proposal shall be typed or written in indelible ink (if required) and shall be initialed on all pages by authorized representative of the bidder to bind the bidder to the contract. The authorization shall be indicated by Board Resolution/ Power of Attorney and shall accompany the proposal.
3. In addition to the identification, the covering letter (Form 1) shall indicate the name and address of the bidder to enable the proposal to be returned in the case it is declared late pursuant, and for matching purposes.
4. The information submitted must be definitive and specific. Vague terms, incomplete information, counter offers, and 'uncalled for' correspondence shall not be entertained.

5. Alteration / Rewording / Deletion / Correction of any part in the Tender Document are not permitted. If found, in any bid proposal, bid may be liable to be rejected without prior intimation to the bidder.
6. Bidder is required to submit the complete proposal along with required forms etc. The proposal shall be exactly according to the presented formats given in the Tender documents. All columns of the prescribed formats should be filled, and all questions in the tender document must be answered. Any additional information should be enclosed separately and referred to in the relevant column in the proposal formats. Modifications / rewording of formats shall not be acceptable. No column should be marked as "NIL" or "Zero", "0" etc. Where no price is proposed to be charged for any item or its parts required to be supplied, it should be clearly mentioned in words.
7. The technical response should be concise. Any response not as per the specified format may be liable to be rejected. No marketing literature pertaining to the bidder should be enclosed along with the proposal. If enclosed, it may be treated as disqualification
8. Committee would ask Bidder(s) for detailed presentations. All such shall be at the cost of bidder.
9. The envelopes should be addressed to:

**The Secretary**

**Gujarat Secondary & Higher Secondary**

**Education Board (GSHSEB)**

**Sector 10, Near old Sachivalaya,**

**Gandhinagar-382010**

10. The bidder is expected to examine carefully all instructions, forms, terms and specifications in the Tender document. Failure to furnish all information required in the Tender Document or submission of a proposal not substantially responsive to the Tender Document in every respect will be at the bidder's risk and shall result in rejection of the proposal.

## **2.11 Submission, Receipt & Opening of proposal**

1. The bid in response to the this Tender should be submitted in four parts.

- a. Part-I shall contain “Earnest Money Deposit and Tender Cost”
  - b. Part-II shall contain “Eligibility Criteria documents”
  - c. Part III shall contain “Technical bid”
  - d. Part-IV shall contain “Financial Bid”
2. All the four parts of this tender shall be put in four separate sealed envelopes and all these four envelopes shall be properly superscribed as
- Part-I “Earnest Money Deposit”,
  - Part-II “Eligibility Criteria”
  - Part-III “Technical Bid”
  - Part-IV “Financial Bid”

Each envelope shall also be superscribed with “Tender for Selection of Agency for “Project – B” against Tender No, Date” and Name of Bidder.

3. The above four envelopes duly sealed are to be kept again in one envelope called ‘Main Envelope’ and sealed. This envelope should be superscribed with “Tender for Selection of Agency for “Project –B” against Tender No, Date” and Name of Bidder.
4. The technical bid should also be submitted in a Soft Copy (Word / Excel) format in a CD. The financial bid should be submitted in hard copy only.
5. The envelopes should be addressed to:

The Secretary

Gujarat Secondary & Higher Secondary

Education Board (GSHSEB)

Sector 10, Near old Sachivalaya,

Gandhinagar-382010

Alternatively Envelopes can be dropped at a drop box kept at following location.

The Secretary  
Gujarat Secondary & Higher Secondary  
Education Board (GSHSEB)  
Sector 10, Near old Sachivalaya,  
Gandhinagar-382010

## 2.12 Methodology & Criteria for Technical / Commercial evaluation

GSHSEB will form an evaluation Committee which will evaluate the proposals submitted by the bidders for a detailed scrutiny. During evaluation of proposals, GSHSEB, may, at its discretion, ask the bidders for clarification of their Technical Proposals.

Only those proposals meeting the eligibility criteria will be evaluated as per the parameters mentioned below for a project:

Sr. No.	Particulars	Max. Marks
1.	General Eligibility Criteria	25
2.	Project Specific Evaluation Criteria	40
3.	Understanding of Scope of Work	5
4.	Approach & Methodology	10
5.	Presentation	20
	Total	<b>100</b>

### Technical Bid Evaluation:

Technical Bid will be assigned a technical score (Tb) out of a maximum of 100 points. Bidders with technical score of 70 and above will qualify for the evaluation in the commercial process.

**Note!** Minimum absolute technical score to qualify for commercial evaluation is 70.

## **Commercial/Financial Bid Evaluation:**

The Commercial bid of those bidders, who qualify in the technical evaluation, will only be opened. All other Commercial bids will not be opened. The Commercial bids (as per the formats provided in Form VI) of the technically qualified bidders will be evaluated.

The commercial scores would be normalized on a scale of 100, with lowest score being normalized to 100 and the rest being awarded on a pro-rata basis. Such normalized scores would be considered for the purpose of QCBS based evaluation, explained in section below.

### **Quality and Cost based selection (QCBS)**

The individual bidder's commercial scores are normalized as per the formula below:

$$F_n = F_{min} / F_b * 100\% \text{ (rounded off to 2 decimal places)}$$

Where,

$F_n$  = Normalized commercial score for the bidder under consideration

$F_b$  = Absolute financial quote for the bidder under consideration

$F_{min}$  = Minimum absolute financial quote

$$\text{Composite Score (S)} = T_b * 0.7 + F_n * 0.3$$

The Bidder with the highest Composite Score(S) would be called for negotiations for the award of contract.

**Note – Financial Bid 'Fb' would have to be submitted using Annexure: Form VI duly filled and submitted by the bidder.**

## **2.13 Technical Presentation**

On the prescribed date and time, the bidder shall make a technical presentation covering following areas:

1. Understanding of Scope of Work
2. Approach & Methodology
3. Manpower / Resource deployment
4. Project Plan / Timelines

## **2.14 GSHSEB's Right to vary quantities of work at the time of award of contract**

GSHSEB reserves the right to increase or decrease quantity of work by 20% without any change in the rate fixed or other terms & conditions, at the time of award of contract. However for bought out items / components, or any third party items, the prevailing rates at the time of award of contract shall be considered.

## **2.15 Office in State of Gujarat**

The Bidder is required to have a local office in State of Gujarat. If the bidder does not have a local office, The Award of contract to the bidder will be conditional subject to opening of Local Office within 45 days from the Award of Contract.

## **2.16 Award of Contract**

On acceptance of Proposal for awarding the contract, GSHSEB will notify the successful bidders in writing that their proposal has been accepted and Contract Agreement will be signed. After signing of the Contract Agreement, no variation in or modification of the term of the Contract shall be made except by written amendment signed by all the parties.

## **2.17 Performance Bank Guarantee**

1. The successful Bidder has to furnish a security deposit so as guarantee his/her (Bidder) performance of the contract.
2. The firm/company whose tender is accepted shall deposit 10% of the amount of Contract value as Performance Security. If additional work is allotted, the agency has to deposit the additional Performance Security accordingly. The Performance Security shall be in the form of Bank Guarantee valid for 6 years from the date of actual start of operation.
3. The proceeds of the performance security shall be payable to GSHSEB as compensation for any loss resulting from the AGENCY's failure to complete its obligations under the Contract.

4. The Performance Security shall be denominated in Indian Rupees and shall be in the form of a bank guarantee issued by a nationalized / scheduled bank and following private banks located in India, in the form provided in the bidding documents:
  - a. IDBI Bank
  - b. AXIS Bank
  - c. HDFC Bank and
  - d. ICICI Bank
  - e. Caliper Co-operative Bank
  
5. Within 15 days of the receipt of notification of award from “GSHSEB”, the successful bidder shall furnish the performance security in accordance with the Conditions of the Contract, in the performance security Form provided in the bidding documents in the Performa prescribed in the Tender.
  
6. The Performance Security will be discharged by GSHSEB and returned to the Bidder on completion of the bidder’s performance obligations under the contract.
  
7. In the event of any contract amendment, the bidder shall, within 21 days of receipt of such amendment, furnish the amendment to the Performance Security, rendering the same valid for the duration of the Contract, as amended for further period.
  
8. No interest shall be payable on the PBG amount. GSHSEB may invoke the above bank guarantee for any kind of recoveries, in case; the recoveries from the bidder exceed the amount payable to the bidder.

## **2.18 Confidentiality**

Information relating to the examination, clarification and comparison of the proposals shall not be disclosed to any bidders or any other persons, not officially concerned with such process until the selection process is over. The undue use *by any* bidder of confidential information related to the process may result in rejection of its proposal. Except with the prior written consent of GSHSEB, no party, shall, at any time communicate to any person or entity any confidential information acquired in the course of the Contract.



## **2.19 Cost of Bidding**

All costs related to bidding shall be borne entirely by the bidder. Under no circumstances, any queries / request for compensation in cases of rejection / disqualification etc. will be entertained by GSHSEB.

## **2.20 Disqualification**

GSHSEB may at its sole discretion and at any time during the evaluation of Proposal, disqualify any bidder, if the bidder has:

1. Submitted the Proposal documents after the response deadline.
2. Made misleading or false representations in the forms, statements and attachments submitted in proof of the eligibility requirements.
3. Exhibited a record of poor performance such as doing as abandoning works, not properly completing the contractual obligations, inordinately delaying completion or financial failures, etc. in any project in the preceding three years.
4. Submitted a proposal that is not accompanied by required documentation or is nonresponsive.
5. Failed to provide clarifications related thereto, when sought.
6. Declared ineligible by the Government of India, or any of the departments in the State Government, for corrupt and fraudulent practices or has been blacklisted.
7. Submitted a proposal with price adjustment / variation provision.

## **2.21 Fraud & Corruption**

GSHSEB requires that the agency, selected through this RFP, must observe the highest standards of ethics during the performance and execution of such contract. In pursuance of this policy, GSHSEB:

1. Defines, for the purposes of this provision, the terms set forth as follows:

- a. "Corrupt practice" means the offering, giving, receiving or soliciting of anything of value to influence the action of GSHSEB or any personnel of Department in contract executions.
- b. "Fraudulent practice" means a mis-presentation of facts, in order to influence a procurement process or the execution of a contract, to GSHSEB, and includes collusive practice among bidders (prior to or after Proposal submission) designed to establish Proposal prices at artificially high or non-competitive levels and to deprive GSHSEB of the benefits of free and open competition.
- c. "Unfair trade practices" means supply of services different from what is ordered on, or change in the Scope of Work which was given by the GSHSEB.
- d. "Coercive Practices" means harming or threatening to harm, directly or indirectly, persons or their property to influence their participation in the execution of contract.

2. Will reject a proposal for award, if it determines that the bidder recommended for award, has been determined by GSHSEB to having been engaged in corrupt, fraudulent of unfair trade practices.

Will declare the agency ineligible, either indefinitely or for a stated period of time, for awarding the contract, if it any time determines that the agency has engaged in corrupt, fraudulent and unfair trade practice n competing for, or in executing the contract.

## Chapter 3

### 3 GENERAL TERMS & CONDITIONS

#### 3.1 Application

These general conditions shall apply to the extent that provisions in other parts of Contract do not supersede them. For interpretation of any clause in the RFP or Contract Agreement, the interpretation of the GSHSEB shall be final and binding on the AGENCY.

#### 3.2 Relationship between parties

Nothing mentioned herein shall be constructed as relationship of master and servant or of principal and agent as between the 'GSHSEB' and 'the AGENCY'. The AGENCY, subject to this contract for selection, has complete charge of personnel and sub-AGENCY, if any, performing the services under the Project executed by GSHSEB from time to time. The AGENCY shall be fully responsible for the services performed by them or on their behalf hereunder. The GSHSEB will allocate work/assignment to the AGENCY.

#### 3.3 Standards of Performance

The AGENCY shall give the services and carry out their obligations under the Contract with due diligence, efficiency and economy in accordance with generally accepted professional standards and practices. The AGENCY shall always act in respect of any matter relating to this contract as a faithful advisor to GSHSEB. The AGENCY shall abide by all the provisions/Acts/Rules etc of Information Technology prevalent in the country. The AGENCY shall conform to the standards laid down in RFP in totality.

#### 3.4 Delivery and Documents

As per the time schedule agreed between parties for specific projects given to the AGENCY from time to time, the AGENCY shall submit all the deliverables on due date as per the delivery schedule. No party shall, without the other party's prior written consent, disclose contract, drawings, specifications, plan, pattern, samples or other documents to any person other than an entity employed by the affected party for the performance of the contract. In case of the termination of

the contact, all the documents prepared by the AGENCY under this contract shall become joint property of GSHSEB & the AGENCY. The AGENCY may retain a copy of such documents, but shall not use anywhere, without taking permission, in writing, from GSHSEB and GSHSEB reserves the right to grant or deny any such request.

### **3.5 AGENCY Personnel**

The AGENCY shall employ and provide such qualified and experienced personnel as may be required to perform the services under the specified project as assigned by GSHSEB. The AGENCY shall deploy the personnel, who have adequate knowledge and experience in the domain related to this project. It is desirable that the AGENCY shall hire the services of domain Specialists, if required, to work on the Project effectively.

### **3.6 Applicable Law**

Applicable Law means the laws and any other instruments having the force of law in India as they may be issued and in force from time to time. The contracts shall be interpreted in accordance with the laws of the Union of India and that of the State of Gujarat.

### **3.7 Use of Contract Documents and Information**

- 1 The AGENCY shall not, without GSHSEB's prior written consent, disclose the Contract, or any provision thereof, or any specification, plan, drawing, pattern, sample or information furnished by or on behalf of GSHSEB in connection therewith, to any person other than a person employed by the AGENCY in performance of the Contract. Disclosure to any such employed person shall be made in confidence and shall extend only so far as may be necessary for purposes of such performance.
- 2 The AGENCY shall not, without GSHSEB's prior written consent, make use of any document or information except for purposes of performing the Contract.
- 3 Any document, other than the Contract itself, shall remain the property of GSHSEB and shall be returned (in all copies) to GSHSEB on completion of the AGENCY's performance under the Contract, if so required by GSHSEB.

- 4 The AGENCY shall permit GSHSEB to inspect the AGENCY's accounts and records relating to the performance of the AGENCY and to have them audited by auditors appointed by GSHSEB, if so required by GSHSEB.

### **3.8 Governing Language**

The Contract shall be written in English Language. English version of the Contract shall govern its interpretation. All correspondence and other documents pertaining to the contract, which are exchanged between the parties, shall be written in the English Language.

### **3.9 Change Orders**

1. GSHSEB may at any time, by written order given to the AGENCY make changes within the general scope of the Contract in the place of delivery; and/or the Services to be provided by the AGENCY.
2. The AGENCY should be ready to accommodate additional equipment/services at later stages. Additional cost for the same will be finalized mutually.
3. Training of personnel of GSHSEB in terms of hours/subjects will be without any additional cost.
4. If any such change causes an increase or decrease in the cost of, or the time required for, the AGENCY's performance of any provisions under the Contract, equitable adjustments shall be made in the Contract Price or delivery schedule, or both, and the Contract shall accordingly be amended. Any claims by the AGENCY for adjustment under this clause must be asserted within thirty (30) days from the date of the AGENCY's receipt of GSHSEB's change order.

### **3.10 Intellectual Property Rights**

1. All the deliverables submitted by AGENCY under the contract will be the joint property of GSHSEB & AGENCY.
2. The AGENCY shall indemnify GSHSEB against all third-party claims of infringement of copyright, patent, trademark or industrial design rights arising from use of the Goods or any part thereof in India.
3. In the event of any claim asserted by a third party of infringement of copyright, patent, trademark or industrial design rights arising from the use of the Goods or any part thereof in India, the AGENCY shall act expeditiously to extinguish such claim. If the AGENCY fails to comply and GSHSEB is required to pay compensation to a third party resulting from such infringement, the AGENCY shall be responsible for the compensation including all expenses,

court costs and lawyer fees. GSHSEB will give notice to the AGENCY of such claim, if it is made, without delay

### **3.11 Inspections and Tests**

1. GSHSEB or its representative shall have the right to inspect and/or to test the work of the AGENCY to confirm their conformity to the Contract specifications at no extra cost to GSHSEB.

# Chapter 4

## 4 PROJECT - B 4.1

### Eligibility Criteria

#### General Eligibility Criteria for Project B

1. Should be a registered company, NGOs, Trusts and Foundations or Academic Institutions (Private or Government Funded) and should be in existence for at least 3 years.
2. Should have accounts audited annually by reputed audit firms for at least last 3 years.
3. Should have valid PAN/TAN or other relevant documents.
4. Should have valid Quality Certification and/or Recommendation Letters from State or Central Governments.
5. Should have minimum average annual turnover of Rs. 50 Lacs in each of last 3 financial years ending 31<sup>st</sup> March 2010.
6. Should have at least 20 employees on direct payroll of the firm.
7. Should have minimum experience of 5 projects in the field of School Education.
8. Bidder should not be under a declaration of ineligibility for corrupt and fraudulent practices issued by Government of Gujarat and / or black-listed by any of the central or state departments. Certificate / affidavit mentioning that the Bidder has never been engaged in any corrupt & fraudulent practices and has never been blacklisted *by any* Central Government Department or any State Government Department.
9. Bidder should not have violated / been involved in infringement of any Indian or foreign trademark, patent, registered design or other intellectual property rights. Certificate / affidavit regarding non-violation / infringement of any Indian or foreign trademark, patent, registered design or other intellectual property rights should invariably be submitted with the proposal.

#### Project Specific Eligibility Criteria for Project B

1. Must have conducted minimum 1 large scale assessment of teacher's needs or capacities by means of testing or any other method.
2. Must have developed and conducted minimum of 2 projects related to teacher resource forums or Teacher Training workshops for State or Central Government.

3. Must have conducted minimum of 1 project covering teachers' capacity building activities like Question Making or Activity Development competitions.
4. Should have developed at least 10 Teachers Training Modules, each covering at least 10 hours duration of Training.

**Note:**

1. The proposals can be submitted either by a single bidder or as a consortium. In case a consortium is submitting the proposal, the lead bidder should have expertise in at least one of the core requirements of the Project – B.
2. Regarding eligibility criteria for **minimum turnover** and **number of employees** on direct payroll of the firm, capability of Bidder or Lead Bidder shall only be considered.
3. For other criteria, experience and capability of bidder or consortium partner shall be considered.

#### 4.2 Technical Evaluation Criteria

**I. General Evaluation Criteria:** The bidder/consortium would be evaluated as per following evaluation criteria

S. No.	Particular	Criteria	Max Marks
1	Years of existence (Y)	3<=Y<=5 : 3 6<=Y<=8 : 4 Y > 8 : 5	5
2	Average annual Turnover in Lacs for three consecutive financial years ending on 31 <sup>st</sup> March 2010 i.e. 2007-08, 2008-09 and 2009-10(T)	50<=T<=75 : 2 76<=T<=100 : 3 101<=T<=125 : 4 T > 125 : 5	5
3	No. of employees(E) on direct payroll of the firm	20<=E<=30 : 2 31<=E<=40 : 3 41<=E<=50 : 4	5



		E > 50 : 5	
4	Relevant experience in no. of Projects (P) executed in the field of School Education	P = 5: 2 6 =<P=<7 : 3 8 =<P=<9 : 4 P>=10 : 5	5
5	Quality Certification or Recommendation Letters from State or Central Government	If Yes then 3 If No then 0	3
6	Relevant past experience in Projects executed in Gujarat in the field of education.	If Yes then 2 If No then 0	2
Total			25

## II. Project Specific Evaluation Criteria for Project B:

S. No.	Particular	Criteria	Max Marks
1	Must have developed and conducted minimum of 1 project (P1) related to teacher's need assessment by designing tests ,conducting tests(directly or indirectly), analysis of responses and providing feedback on various parameters preferably for government.	P1 = 1 : 2 P1 = 2 : 4 P1 = 3 : 6 P1 = 4 : 8 P1>=5 : 10	10
2	Must have conducted minimum of 1 project (P2) covering teachers' capacity building activities and conducting Question Making Competitions for teachers.	P2 = 1 : 2 P2 = 2 : 4 P2 = 3 : 6 P2 = 4 : 8 P2>=5 : 10	10
3	Should have developed at least 10 Teachers' Training Modules (P3), each	10<=P3<=15 : 4	10

	covering at least 10 hours duration of Training	16<=P3<=20 : 6 21<=P3<=25 : 8 P3 > 25 : 10	
4	Should have conducted minimum 2 trainings/ workshops of teachers for any state or central government	2<=P4<=3 : 2 4<=P4<=5 : 3 P4 > 5 : 5	5
5	Educational Qualifications and Relevant Work Experience of proposed team members for the project.		5
6	Understanding of Scope of Work		5
7	Approach and Methodology		10
8	Presentation		20
<b>Total</b>			<b>75</b>

**Note – Kindly use template prescribed in Annexure: Form – IV for describing relevant Project experience for eligibility and evaluation criteria. Kindly use template prescribed in Annexure: Form - V for describing educational qualifications and relevant work experience of Team proposed.**

#### **4.3 Scope of work for Project B**

**(Duration – 3 years which can be extended to another 2 years based on satisfactory performance of the agency)**

##### **1. Developing and conducting a teacher needs assessment for teachers in secondary schools (Duration – 6 months)**

The factor that most influences student learning levels is the quality of the teaching-learning processes. An important determiner of the quality of teaching is the capability of the teacher himself

or herself. This includes general skills including communication, ability to relate to students, etc., subject knowledge and pedagogical (teaching) skills.

1.1 A detailed teacher needs assessments of a l secondary school teachers is sought to gauge the level of teachers on three dimensions:

- a. General Ability: This includes the teachers overall abilities including basic language and mathematical proficiency, general intelligence and general knowledge.
- b. Subject Knowledge: This includes specific content knowledge. A teacher should be competent in a subject at least up to the graduation level for effective secondary level teaching.
- c. Pedagogical Knowledge: This relates to an understanding of how students learn and a specific knowledge of difficulties students face in understanding topics they are expected to learn.

1.2 Teacher needs assessments will be conducted for a ll teachers of the secondary classes (classes 9-10). These tests should be able to determine the conceptual strength teachers have in their subject areas, Identifying gaps and misconceptions if any, etc. Teachers should also be given an opportunity to mention their own assessment of their needs (both in terms of training as well as any other logistical or resource requirement they perceive in their schools.)

1.3 The agency must conceptualize and design these assessments. The tests could be provided in objective format using OMR based answer sheets and paper based format for testing language and other subjective skills. These tests would be conducted on pre-announced dates for all teachers. The logistics and financial aspects of conducting these tests (like centres, invigilators, etc.) will be taken care of by the government.

After the test, the agency would have to analyze the results and present individualized feedback for each teacher and also design remedial teaching workshops based on the gaps identified.

**The software application for data entry of results and required analysis of data shall have to be developed by the Agency.**

Various Aspects of the process are as follows: -

- a) It is recommended that the tests be of objective-type, except for at least one writing task in the general paper and one in each language paper.

- b) The logistics of test conduction – identification of centres, allocation of teachers to centres, travel of teachers to the centres, etc. are outside the scope of the agency’s terms of reference.
- c) However, the agency will be responsible for conducting one workshop to train the administrators who will coordinate the teacher assessments.
- d) Test papers should be developed based on specific research and data on teacher skills, and data on commonly observed gaps and weaknesses in line with best international practices.
- e) Individualized feedback needs to be provided to every teacher who appears for the test. Training programmes should be recommended based on specific weakness areas found in most teachers.
- f) The list of nature of papers to be used should be clearly specified in the proposal.
- g) Following reports are expected from the study:
  - i. Individualised report for each teacher performance( Strength Weakness, development areas, training required)
  - ii. Overall report on teacher levels, perceived needs and recommendations

Such Assessment shall be conducted once each year and progress and performance of Teachers shall have to be evaluated.

## **2. Developing training modules (Duration – 6 months)**

The agency is expected to develop training modules based on the ‘Teacher Needs Assessment’ conducted for secondary level. Different types of analysis once carried out on the collected data on teacher need assessment would give patterns in performances and an understanding of the differences in learning levels across subjects, common misconceptions, errors and practices followed. The performance of teachers based on district and taluka levels, as well as gender would be available. This feedback should also be used to revamp and design appropriate teacher training interventions/modules – in which the agency should help the department. Training modules are expected to be made keeping the following in mind.

- a) Modules should be of the duration of 10 hours
- b) At least 10 modules should be developed and brief ideation and synopsis for 10 more should be submitted
- c) Modules should be related both to pedagogy and subject matter

Such modules shall be developed each year based on feedback and improved constantly on the basis of Teachers Needs Assessment.

### **3. Designing and conducting a question making competition for teachers (Duration – 6 months)**

3.1 There is a need to conceptualize an activity or competition that would help build teacher capacity but do it in a way that they see as interesting and engaging (if possible, fun) and participate voluntarily and whole-heartedly. An annual Question-Making Competition is one such idea.

The activity must be such that:

- a) It will help build capacities of the teachers who participate
- b) The cost of conducting it at scale is not very high
- c) Principals are likely to lend their support, therefore it should not take away too much time for the teacher(s)
- d) It is possible for a large number of teachers to participate in it.

3.2 A state-wide competition for teachers of government schools in which teachers will be invited to send in good quality questions should be organized (for Secondary teachers). There would be no entry fee and any teacher can submit any number of questions. All teachers who register could be sent a free booklet on how to make good-quality questions.

3.3 The competition should be interesting enough for the Principals to be appreciative of it as it encourages teachers to productively engage in an activity that helps them in their work and the principals should encourage teachers to participate.

An independent panel of judges would select the winners. After the judges select the winners, top questions could be published and shared freely through various means.

In this completion, the winning teachers would be rewarded through a workshop or special visits or given other prizes by the government.

Agencies are invited to conceptualize a Question Making Competition of this nature that may then actually be conducted by the department or conducted jointly by the department with the agency.

3.4 Agencies are also expected to design an 'activity development competition' whereby teachers will be asked to develop activity-based learning methods for teaching in primary and secondary classes. Similar in process to the 'question-making competitions', the activities will

be finally chosen by a distinguished panel of experts and implemented on a pilot basis in schools.

The activities listed above have to be repeated during the tenure of the project at least once every year. Workshops and competitions shall be constantly improved each year based on feedback and evaluation of Teachers Needs Assessment.

#### 4.4 List of Deliverables and Time Lines

Indicative Time Lines for the project are described below. The Bidder must present their own plan of action and implementation strategy in the proposals and also during Technical Presentations.

S. No.	List of Projects	Deliverables	Timelines(Weeks)
1.	Award of Contract		T
2.	Developing and conducting a Teacher Needs Assessment in Secondary Schools	a) Designing the assessments in different subjects for assessing Teacher needs according to the criteria in the TOR and based on the educational ecosystem of Gujarat	$T1 = T+8$
		b) A workshop to train Administrator for coordinating the assessments across the state	$T2=T1+14$
		c) Tabulating assessments and analysing data, generating reports for individual teachers and recommendations for long term improvements	$T3=T2$
		d) Specific training interventions and module design to be immediately executed based on the insights provided by teachers need assessment along with the report	T3

		e) Conducting two workshops to discuss the intervention with stakeholders	T3
3.	Developing modules for Teacher Training	a) Ten-hour modules to be developed for secondary school teaching both in pedagogy and subject matter, 10 modules have to be developed	$T5=T1+ 16$
		b) An ideation for at least 5 more prospective modules should be prepared for each section and according to the assessment results of teachers' needs in case of secondary schools.	$T6=T5+8$
4.	Designing and Conducting a Question Making Competition for teachers	a) Designing the “Question Making Competition” and also the booklets that could be dispatched for those who send in applications to learn about ways of designing better questions (secondary)	$T6 = T +24$
		b) Designing the “Development Competition” for primary and secondary and also the booklets that could be dispatched for those who send in applications to learn about ways of activity based learning in a 11 subjects.	$T7=T6$

#### 4.5 Payment Terms

Payment would be made in phases as per following schedule based on submission of deliverables.

S. No.	List of Projects – Part B	Deliverables	Payment Percentage
1.	Developing and conducting a Teacher Needs Assessment in Secondary Schools	<p>a) Designing the assessments in different subjects for assessing Teacher needs according to the criteria in the TOR and based on the educational ecosystem of Gujarat</p> <p>b) A workshop to train Administrator for coordinating the assessments across the state</p> <p>c) Tabulating assessments and analysing data, generating reports for individual teachers and recommendations for long term improvements</p> <p>d) Specific training interventions and module design to be immediately executed based on the insights provided by teachers need assessment along with the report</p> <p>e) Conducting two workshops to discuss the intervention with stakeholders</p>	40%
2.	Developing modules for Teacher Training	<p>a) Ten-hour modules to be developed for secondary school teaching both in pedagogy and subject matter, 10 modules have to be</p>	25%



		<p>developed</p> <p>b) An ideation for at least 5 more prospective modules should be prepared for each section and according to the assessment results of teachers' needs in case of secondary</p>	
3.	Designing and Conducting a Question Making Competition for teachers	<p>a) Designing the “Question Making Competition” and also the booklets that could be dispatched for those who send in applications to learn about ways of designing better questions (secondary)</p> <p>b) Designing the “Activity Development Competition” for Primary and Secondary and also the booklets that could be dispatched for those who send in applications to learn about ways of activity based learning in a ll subjects.</p>	25%
4.	Post completion and successful acceptance by the Education Department		10%

#### 4.6 Service Levels and Penalties

Service Levels for each of the deliverable to be submitted are described below. Penalties would be charged for delayed and unsatisfactory submissions of deliverables.

S. No.	Project B	Deliverables	Service Level	Penalty
			Parameter	

1.	Developing and conducting a Teacher Needs Assessment in Secondary Schools	Designing the assessments in different subjects for assessing Teacher needs, according to the criteria in the scope of work and based on the educational ecosystem of Gujarat	To be submitted within 8 weeks. The Report shall have all the required components as mentioned in the Scope of work	A Penalty of <b>1%</b> of one year's Project value for per week delay subject to a maximum of <b>10%</b> of Project value
		Tabulating assessments and analysing data, generating reports for individual teachers and recommendations for long term improvements.  Trainings and Workshops as per the scope of work.	To be submitted within 22 weeks. The Report shall have all the required components as mentioned in the Scope of work	A Penalty of <b>5%</b> of one year's Project value for submission beyond 22 weeks
2.	Developing modules for teacher training, designing and conducting a question making competition for teachers	Ten-hour modules to be developed for secondary school teaching, both in pedagogy and subject matter, 10 modules have to be developed	To be submitted within 16 weeks. The modules shall have all the required components as mentioned in the Scope of work	A Penalty of <b>5%</b> of one year's Project value for submission beyond 16 weeks
		An ideation for at least 5 more prospective modules should be prepared for each section and according to the assessment results of	To be submitted within 24 weeks. The modules shall have all the required components as mentioned in the Scope of work	A Penalty of <b>5%</b> of one year's Project value for submission beyond 24 weeks

		teachers' needs in case of secondary		
		Designing the “Question Making Competition” and also the booklets that could be dispatched for those who send in applications to learn about ways of designing better questions (secondary)	To be submitted within 24 weeks. The set of questions and booklets shall cover all aspects as defined in the Scope of work	A Penalty of 5% of one year's Project value for submission beyond 24 weeks
		Designing the “Activity Development Competition” for Primary and Secondary and also the booklets that could be dispatched for those who send in applications to learn about ways of activity based learning in all subjects.	To be submitted within 24 weeks. The set of activities and booklets shall cover all aspects as defined in the Scope of work	A Penalty of 5% of one year's Project value for submission beyond 24 weeks

#### 4.7 Roles and Res<sup>p</sup>onsibilities

##### Roles and Res<sup>p</sup>onsibilities of GSHSEB

1. GSHSEB would appoint personnel's for regularly communicating with Agency providing guidance and instructions, receiving of deliverables etc.
2. GSHSEB would cooperate with Agency for development of deliverables.
3. Conducting of tests and The logistics and financial aspects of conducting these tests (like centres, invigilators, etc.) would be taken care of by the government.
4. GSHSEB would facilitate appointments with officials in the Examination Board and others wherever the agency might need interviews to understand the current examination pattern better. Similarly, the agency can also meet teachers and principals from government schools for

the same. The action plan should mention how the transition would take place and what steps the government should take with a timeline on phasing the change.

5. The actual acceptance and action taken of the plan would be the GSHSEB's responsibility and if needed, the government might further engage with the agency, based on its performance.

### **Roles and Responsibilities of the Agency**

1. Agency would be responsible for adhering to Time Lines defined in the scope of work and maintain highest standards of quality.
2. Agency would be responsible for adhering to Service Levels.
3. Agency would be responsible for nominating key personnel for interaction with Education Department.
4. It would be entirely the agency's responsibility to undertake the preparation of the training modules and submitting the same to the department. Based on the perusal of the training modules, the government would decide further whether the agency would undertake the actual training workshops of the teachers.

# Chapter 5

## 5 ANNEXURE

### 5.1 FORM I: Bid Proposal Form

Reference:

Date:

Tender No.: GSHSEB /

To

Sir / Madam

Having examined the Bidding Documents including Addenda Nos. \_\_\_\_\_ (insert numbers, if any), the receipt of which is hereby duly acknowledged, we, the undersigned, offer to render services for the tender Selection of **“Agency for Project B for Gujarat Secondary & Higher Secondary Education Board (GSHSEB)”** in conformity with the said bidding documents for the same as per the technical and financial bid and such other sums as may be ascertained in accordance with the Financial Bid submitted.

We undertake, if our bid is accepted, to render the services in accordance with the delivery schedule which will be specified in the contract document that we will sign if the work order is given to us.

If our bid is accepted, we will obtain the guarantee of a bank in a sum equivalent to fixed amount based on the estimation of the total project cost for the due performance of the Contract, in the form prescribed by Gujarat Secondary & Higher Secondary Education Board.

We agree to abide by this bid for a period of 180 (One hundred and eighty only) days after the date fixed for bid opening as mentioned under the Instruction to Bidders and it shall remain binding upon us and may be accepted at any time before the expiration of that period.

Until a formal contract is prepared and executed, this bid, together with your written acceptance thereof and your notification of award shall constitute a binding Contract between us.

Name:-----

Address: -----

\_\_\_\_\_

We understand that you are not bound to accept the lowest or any bid you may receive.

Dated this -----day of ----- 20

\_\_\_\_\_

Signature (in the capacity of)

Duly authorized to sign Bid for and on behalf of \_\_\_\_\_

## 5.2 FORM II: Particulars of the Bidder's Organization

1. Tender for Selection of Agency for Project B for Gujarat Secondary & Higher Secondary Education Board (GSHSEB)"	
2. Name and full address of the firm/ Company/ Organization	----- -----
3. Registered Office with full address, Telephone No(s) Fax No(s)  E-mail address  Website URL	----- ----- ----- -----
4. Income Tax Registration number. (PAN)	----- -----
5. Service Tax Registration No.	----- -----
6. Whether Public Limited Company or Private Limited Company or any other entity (Give details)	----- ----- -----
7. In case of a company, details of Director, Managing Director etc and their Share holding and their respective liabilities in carrying this tender and discharge of subsequent	----- ----- ----- -----
8. Whether any establishment is in Gujarat. If so detailed address of the same and activity carried on there.	----- -----
9. Name and addresses and designation of the persons who will represent the Bidder while dealing with GSHSEB (Attach letter of authority)	----- ----- ----- -----

10. Details of service / support network and -----  
infrastructure available in Gujarat. (If Any)

Note: Above details are mandatory, Bidder may use additional sheets for above submittals.

(Authorised Signatory)

Name: -----

Designation & Authority:

Place:

-

-

Company Name:

Business Address:



**5.3 FORM III - Performance Bank Guarantee**

To: **Gujarat Secondary & Higher Secondary Education Board (GSHSEB)**

WHEREAS ----- (*Name of AGENCY*) hereinafter called "AGENCY" has undertaken, in pursuance of Contract No. ----- date -----20 -----to render services **as AGENCY for Project B for Gujarat Secondary & Higher Secondary Education Board (GSHSEB)**" hereinafter called "the Contract". AND WHEREAS it has been stipulated by you in the said Contract that the AGENCY shall furnish you with a Bank Guarantee by a Nationalized bank for the sum specified therein as security for compliance with the Supplier / AGENCY's performance obligations in accordance with the Contract.

AND WHEREAS we have agreed to give the Supplier / AGENCY a Guarantee:

WE, THEREFORE, hereby affirm that we are Guarantors and responsible to you, on behalf of the AGENCY, up to a total of Rs ----- and we undertake to pay you, upon your first written demand declaring the AGENCY to be in default under the Contract and without cavil or arguments, any sum or sums within the limit of Rs ----- (*Amount of Guarantee*) as aforesaid, without your needing to prove or to show grounds or reasons for your demand of the sum specified therein.

This guarantee is valid until the                      day of -----20 ----- \_\_\_\_\_

Signature and Seal of Guarantors

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Address -----

## 5.4 FORM IV: Performance Statement

For each project, please provide a profile based on the following template. The profile for single project must not exceed one page.

S.N.	Information Sought	Details
<b>Customer Information</b>		
1	Customer Name	
2	Name of the contact person from the client organization who can act as a reference with contact coordinates	
	Name	
	Designation	
	Address	
	Phone Number	
	Mobile Number	
	Email ID	
<b>Project Details</b>		
3	Project Title	
4	Start Date / End Date	
5	Current Status (In Progress / Completed)	
6	Number of responding firm's staff deployed on this project (peak time)	
<b>Value of the Project</b>		
7	Order value of the project (in rupees lakhs)	

8	<p>Narrative description of project:  (Highlight the components / services involved in the project that are of similar nature to the project for which this Tender is floated</p>	
9	<p>Description of actual services provided by the responding firm within the project and their relevance to the envisaged components / services involved in the project for which this RFP is floated</p>	
10	<p>Description of the key areas where significant contributions are made for the success of the project</p>	
11	<p>Order Copies &amp; Performance Certificate received from Client is attached with this statement</p>	

### 5.5 FORM V: Project Team

Using the format below, please provide the summary information on the profiles you propose to include for evaluation and the roles they are expected to play in the project:

S.No.	Proposed Role	Number of Resources	Area of Expertise	Key Responsibilities

### CV for Professional Staff Proposed

Please provide detailed professional profiles of the staff proposed for evaluation. The profile for a single staff member must not exceed two pages.

S.No.	Description	Details
1	Name	
2	Designation	
3	Role proposed for	
4	Current responsibilities in the responding firm	
5	Total years of relevant experience	
6	Years of experience with the responding firm	
7	Educational qualifications:	
	Degree	
	Academic institution graduated from	
	Year of graduation	
	Specialization (if any)	
8	Professional certifications (if any)	
9	Professional Experience details (project-wise):	
	Project name	
	Client	

	Key project features in brief	
	Location of the project	
	Designation	
	Role	
	Responsibilities and activities	
	Duration of the project	
10	Covering Letter: Summary of the Individual's experience which has direct relevance to the project (maximum 1 page)	

Each CV must be accompanied by the following undertaking from the staff member:

**Certification**

I, the undersigned, hereby certify to the best of my knowledge and belief, that this CV correctly describes myself, my qualifications, and my experience. I understand that any willful misstatement described herein may lead to my disqualification or dismissal, if engaged.

**[Signature of staff member]**

**Date:**

**(Authorized Signatory)**

**Name:** -----

**Designation & Authority:**-----

**Place:**-----

**Date:**-----

**Stamp:**-----

**Company Name:** -----

**Business Address:**-----

## 5.6 FORM VI: Financial Bid

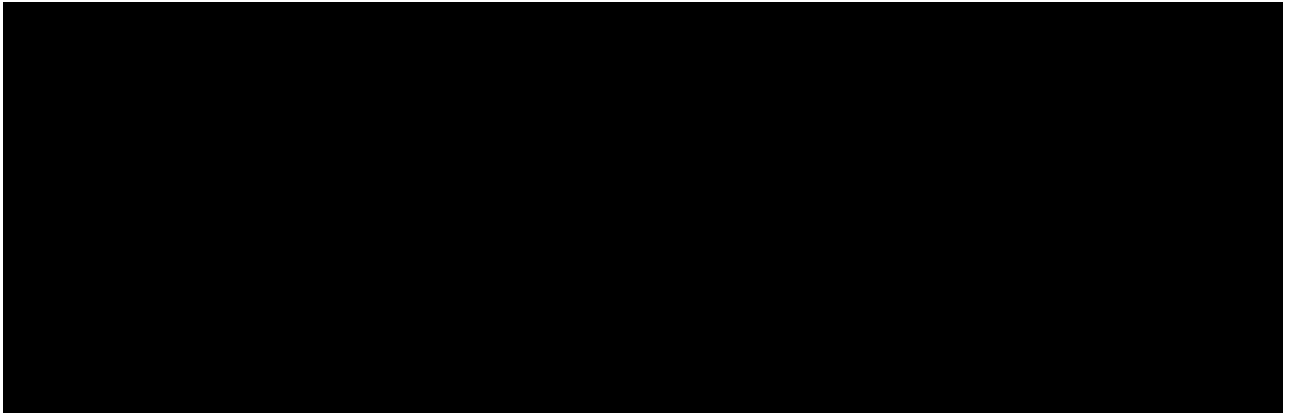
Bidder should quote firm rates for the entire Scope of Work and Technical Requirements mentioned in the Scope of Work of Tender Document:

Activity	Cost
Developing and conducting a Teachers' Need Assessment in Secondary Schools (p)	Rs.
Developing modules for Teachers' Training at Secondary levels (q)	Rs.
Designing and Conducting a Question Making and Activity Development Competition for teachers(r)	Rs.
Financial Quote for Project B for 1 year ( $s = p+q+r$ )	Rs
<b>Quote for Project B for 3 years(<math>Fb = 3 *s</math>)</b>	<b>Rs.</b>

Note: Taxes are extra as applicable at the time of invoicing.

“Fb” will be used for commercial bid evaluation.

## 5.7 Form VII - Format for Statement of Deviation



## 5.8 Form VIII - Request for Clarification

Bidder's Request For Clarification			
Name of Organization submitting request		Name & position of person submitting request	Address of organization including phone, fax, email points of contact
			Tel: Fax: E-mail:
Sl.No.	Bidding Document Reference (Clause /page)	Content of RFP requiring	Points of Clarification required
1			
2			
3			
4			

**EDUCATION ENHANCEMENT SURVEY**  
**General Ability and Pedagogical Knowledge**

**Time: 2 hrs.**

**Marks: 100**

---

**Instructions**

- 1) This assessment has total 100 questions. Each question is of 1 mark.
  - 2) All the questions are objective type. Only one out of the four given options is the correct answer. On the OMR Sheet note the correct answer by darkening the correct circle given.
  - 3) The set number of the question paper is given on its top right hand corner. The candidates have to note this number in digits and by darkening the circles on the OMR Sheet.
  - 4) Check that the number written on the OMR Sheet and your question paper is same. Any type of difference should be informed to the supervisor and get either the OMR Sheet or the question paper or both changed.
  - 5) The candidates have to note the set number of their question paper in the attendance sheet without fail.
  - 6) Only black ball point pen should be used for writing any detail or noting the answers on the OMR Sheet.
  - 7) Use of "White Fluid" or correction ink on the OMR sheet is not allowed.
- 

**Objectives**

- **General Ability**
  - To gauge the general language ability of the teachers in English
  - To find out the general logical and mathematical reasoning of teachers
  - To assess the level of general knowledge of the teachers
- **Pedagogical Knowledge**
  - To gauge the general level of basic pedagogical knowledge among teachers
  - To find out whether teachers are able to apply this knowledge in practical situations
  - To assess the pedagogical foundations and beliefs of teachers



**General Ability**  
**Part I**  
**General English Language Ability**

**(15)**

**I. Tick the correct word:**

1. They are \_\_\_\_\_ for their party.  
a. Canvassing    b. Canvasing
  
2. Custard is a very delicious \_\_\_\_\_.  
a. Desert    b. Dessert
  
3. I purchased a set of sketch pens from the \_\_\_\_\_ store.  
a. Stationery    b. Stationary
  
4. The new \_\_\_\_\_ of this book is now available.  
a. Addition    b. Edition
  
- 5) The doctor \_\_\_\_\_ her to take complete rest.  
a. Adviced    b. Advised

**II. From the given options, choose the one word expression that very closely expresses the given statement.**

6. Story of a person’s life written by someone else  
a. Autobiography  
b. Biography.  
c. Thesis  
d. Fable
  
7. Easily injured, broken or destroyed  
a. Tender  
b. Sensitive  
c. Durable  
d. Fragile
  
8. Easily set on fire  
a. Inflammable  
b. Coal  
c. Explosive  
d. Bursting

9. Not suitable or qualified
- a. Ineligible
  - b. Legible
  - c. Amateur
  - d. Fresh
10. A person who does not believe in the existence of God
- a. Agnostic
  - b. Atheist
  - c. Ascetic
  - d. Aesthetic

III. Choose the correct antonym from the given options:

(5)

11. Accessory
- a. Abettor
  - b. Adversary
  - c. Confederate
  - d. Accent
12. Benign
- a. Gracious
  - b. Kind
  - c. Humane
  - d. Sinister
13. Delicious
- a. Luscious
  - b. Savoury
  - c. Unpalatable
  - d. Enjoyable
14. Meticulous
- a. Careless
  - b. Prudent
  - c. Exact
  - d. Accurate
15. Quiet
- a. Mute
  - b. Loud
  - c. Serene
  - d. Peaceful

**Part II**  
**Logical and Mathematical Reasoning Ability**

(20)

16. If an object travels 60 inches per second, how many feet will it travel in one minute?
- 6 feet
  - 300 feet
  - 60 feet
  - 300 inches
17. If  $x + 4y = 6$  and  $3x - 4y = 2$  then the value of  $2xy$  is
- 8
  - 4
  - 6
  - 2
18. In a class of 78 students, 41 are taking French, 22 are taking German and 9 students are taking both French and German. How many students are not enrolled in either class?
- 6
  - 15
  - 24
  - 7
19. The age of two persons differ by 20 years. 5 years ago, the elder one was five times as old as the younger one. Their ages are
- 25 years and 5 years
  - 29 years and 9 years
  - 30 years and 10 years
  - 35 years and 15 years
20. The angles of a triangle are in the ratio of 1: 2: 3. Therefore the measure of the largest angle is
- $30^\circ$
  - $45^\circ$
  - $60^\circ$
  - $90^\circ$
21. Which of the following is an equivalent of Set  $A = \{1, 2, 3\}$
- $P = \{1, 2, 3\}$
  - $Q = \{a, b, c\}$
  - $R = \{l, m, n, o\}$

- d. All
22. Which of the following is a scalar quantity?
- Distance
  - Speed
  - Force
  - Acceleration
23. A missile is projected into the air. It follows a
- Straight-line path
  - Parabolic path
  - Elliptical path
  - Circular path
24. When a driver applies brakes, all passengers fall forward. This is due to
- Inertia of the passengers
  - Inertia of the bus
  - Gravitational acceleration
  - Friction
25. The average of the first five multiples of 3 is
- 3
  - 5
  - 9
  - 12
26. The difference between the Simple Interest and Compound Interest on Rs. 2500/- for 2 years at 6% per annum is
- Rs. 9/-
  - Rs. 90/-
  - Rs. 2509/-
  - Rs. 50/-
27. When a piece of ice floating on the surface of water in a beaker melts completely, the level of water
- rises
  - falls
  - remains the same
  - cannot decide
28. It is learnt that all magnetic substances lose their magnetism when
- placed in water
  - kept for long time

- c. brought near magnetic field
- d. heated

29. Which number would come next in the following series? 36, 34, 30, 28, 24,

- \_\_\_\_\_
- a. 20
  - b. 22
  - c. 23
  - d. 26

30. Flower is to Rose, as Mammal is to

- a. Tortoise
- b. Frog
- c. Whale
- d. Snake

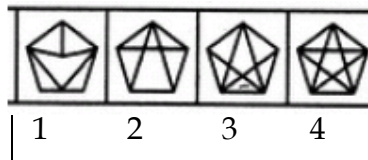
31. A microscope is used for

- a. observing distant objects
- b. observing submerged objects
- c. watching astronomical objects
- d. magnifying minute objects

32. A girl goes to see a film and meets a woman who is her relative. The woman is the wife of the brother of her mother. How is the woman related to the girl?

- a. Aunt
- b. Niece
- c. Maternal uncle's wife
- d. Brother's wife

33. Which figure will come next?



- a. 1
- b. 2
- c. 3
- d. 4

34. Policeman: ice; Penniless: nil; Consonant: \_\_\_\_\_

- a. ant
- b. son
- c. tan
- d. nan

35. Which inference follows the statement – Most of the pens in that shop are expensive.
- a. There are no cheap pens in that shop
  - b. All the pens in the shop are costly
  - c. Some of the pens are costly.
  - d. There are very few cheap pens in that shop.

**Part III**  
**General Knowledge**

(15)

36. The Commonwealth Games are held once in \_\_\_\_\_ years.
- a. 2
  - b. 4
  - c. 5
  - d. 3
37. The Indian Constitution came into effect in the year
- a. 1950
  - b. 1947
  - c. 1948
  - d. 1952
38. The first President of India was
- a. Dr. Radhakrishnan
  - b. Dr. Rajendra Prasad
  - c. Jawaharlal Nehru
  - d. Sardar Vallabh Bhai Patel
39. Which country is called the 'Land of the Rising Sun'?
- a. Japan
  - b. China
  - c. Korea
  - d. Singapore
40. Where did the first Industrial Revolution take place?
- a. France
  - b. America
  - c. China
  - d. England
41. Tick the odd one out of the following:  
'Rahul Gandhi, Indira Gandhi, Rajiv Gandhi, Sonia Gandhi'
- a. Rahul Gandhi

- b. Indira Gandhi
  - c. Sonia Gandhi
  - d. Rajiv Gandhi
42. The instrument used to measure atmospheric pressure is
- a. Barometer
  - b. Audiometer
  - c. Thermometer
  - d. Seismometer
43. Garba: Gujarat; Bihu: \_\_\_\_\_
- a. Bengal
  - b. Assam
  - c. Mizoram
  - d. Sikkim
44. The Father of the Nation: Gandhi; The Iron Man of India:
- \_\_\_\_\_
- a. Lala Lajpat Rai
  - b. Lokmanya Tilak
  - c. Sardar Vallabhbhai Patel
  - d. Lal Bahadur Shastri
45. Gandhiji was born in
- a. Sabarmati
  - b. Surat
  - c. Bardoli
  - d. Porbandar
46. The headquarters of the U.N.O is at
- a. New York
  - b. Paris
  - c. London
  - d. Chicago
47. If the Arjuna Award is for a Sports person then the Dronacharya Award is for
- a
  - a. Sports Sponsor
  - b. Sports Writer
  - c. Sports Coach
  - d. All
48. The Green Revolution dealt with the revolution in Agriculture. The White

Revolution dealt with the Revolution in

- a. Food Processing
- b. Fishing Methods
- c. Milk Production
- d. Printing Process

49. The inventor of 'Television' is

- a. Charles Babbage
- b. Marconi
- c. Thomas Edison
- d. John Baird

50. Where is the world famous 'Patola Sari' made?

- a. Patan
- b. Rajkot
- c. Ahmedabad
- d. Surat



**Pedagogical Knowledge**  
**Part I**  
**Educational Theory and Philosophy**

(15)

51. Which of the following statements is correct?
- a. Teaching and Punishment must go hand in hand.
  - b. Positive Reinforcement must be used at all times.
  - c. Spare the rod and spoil the child.
  - d. Proper rewards and light punishments should be given to the students
52. The primary skill level according to Bloom's taxonomy is
- a. Analysis
  - b. Knowledge
  - c. Synthesis
  - d. Analysis and Synthesis
53. A child must be taken from 'Concrete to Abstract' is stated in the
- a. Kolb's Learning Cycle
  - b. Multiple Intelligence Theory
  - c. Both of the above
  - d. None of the given
54. "To draw out best from the child is education" was stated by
- a. Giju bhai Badheka
  - b. Gandhiji
  - c. Tagore
  - d. John Dewey
55. The theory which says that knowledge is acquired by learner through experience
- a. Experiential Learning
  - b. Learning by Trial and Error
  - c. Constructivism
  - d. Learning through insight
56. Kilpatrick introduced the concept of
- a. Mind Maps
  - b. Project Method
  - c. Play way Method
  - d. Problem Solving Method

57. This Educationist was an advocate of the 'Naturalist philosophy of Education'
- Montessori
  - John Dewey
  - Rabindranath Tagore
  - Plato**
58. Which of the given Indian philosophers supported child education
- Tagore
  - Montessori
  - Gandhiji
  - Giju bhai Badheka
59. Dr Radhakrishnan wanted an educational curriculum that stressed on
- Mental development
  - Physical development
  - Mental, Physical and Spiritual development
  - Spiritual Development
60. Children who like to diagrammatically represent concepts are
- Visual Learners
  - Auditory Learners
  - Creative Learners
  - None**
61. Need of Achievement principal was given by
- Macleay Land
  - Abraham Maslow
  - Sigmund Froid
  - Mc Dougl
62. Attitude and Values are related to the
- Cognitive Domain
  - Cognitive Domain
  - Knowledge Domain
  - Affective Domain
63. John Dewey supported
- Naturalism
  - Idealism
  - Realism
  - Pragmatism**

64. "Human Beings have all the intelligences, but each person has a unique combination or profile." Which theory is this?
- a. Constructivist Theory
  - b. Kolb's Learning Theory
  - c. Multiple Intelligences Theory
  - d. Two Factor Theory
65. According to Edgar Dale's 'Cone Of Experience' students will remember 90% of what they
- a. do and experience
  - b. say and write
  - c. see and hear
  - d. see and write

**Part II**  
**Educational Psychology**

(15)

66. An IQ test generally measures:
- a. Child's ability to memorize facts
  - b. Child's ability to logically analyze problems
  - c. Child's ability to creatively think and answer.
  - d. Child's ability of critical thinking
67. To divide content into small parts and think over it means
- a. Analysis
  - b. Synthesis
  - c. Knowledge
  - d. Understanding
68. Need for 'Achievement, Status and Prestige' is a
- a. Social Need
  - b. Safety Need
  - c. Self Esteem Need
  - d. Financial Need
69. When children are unable to write correctly, the condition is known as:
- a. Attention Disorder
  - b. Down Syndrome
  - c. Autism
  - d. Dyslexia
70. 'Do this assignment and you'll get 5 full marks' is an example of
- a. Intrinsic Motivation
  - b. Extrinsic Motivation
  - c. Negative Motivation
  - d. Self Motivation
71. When the acquisition of one type of performance facilitates learning of another type, it is referred to as
- a. Positive transfer
  - b. Negative transfer
  - c. Zero transfer
  - d. Auto Transfer
72. The 'Classical Conditioning' theory was introduced by
- a. Ivan Pavlov

- b. B.F Skinner
  - c. John B Watson
  - d. Kohler
73. The Laws of Readiness, Exercise and Effect were first propounded by
- a. Clark Hull
  - b. E.L. Thorndike
  - c. Edwin Guthrie
  - d. Ivan Pavlov
74. The psychologist famous for proposing that human motivation is based on a hierarchy of needs was
- a. Sigmund Freud
  - b. Carl Rogers
  - c. Abraham Maslow
  - d. Edward Thorndike
75. The whole is greater than just the sum of the parts. This is known as
- a. Gestalt Theory of Learning
  - b. Operant Conditioning Learning
  - c. Trial and Error Learning
  - d. Guilford Model
76. The ability to manage emotions shows that an individual has a high
- a. Spiritual Quotient
  - b. Intelligence Quotient
  - c. Emotional Quotient
  - d. Mental Quotient
77. A child facing problem in concentration means \_\_\_\_\_
- a. Learning Disability
  - b. Dyslexia
  - c. Mental Disorder
  - d. Attention Deficit Hyperactivity Disorder (ADHD)
78. The four stages of learning that take one from 'Unconscious Incompetence to Unconscious Competence' was propounded by
- a. Sternberg
  - b. Althea Debrule
  - c. Spearman
  - d. Carl Rogers
79. The view that humans acquire all or almost all their behavioral traits from "nurture" was termed by philosopher

- a. Charles Darwin
  - b. John Locke
  - c. Francis Galton
  - d. Charles Darwin
80. The psychologist who believed that the three components of personality were the id, the ego, and the superego was
- a. Sigmund Freud
  - b. Erik Erikson
  - c. Charles Spearman
  - d. **Carl Pearson**

**Part III**  
**Teaching Skills, Techniques and Evaluation** (20)

81. The 'Inductive - Deductive Methods' of teaching is used in the teaching of
- a. Social Sciences
  - b. Mathematics
  - c. General Science
  - d. Language
82. The goal of any evaluation is to
- a. Provide information on aptitudes
  - b. Provide information on achievement
  - c. Provide useful feedback
  - d. Know achievement of specific objective
83. TEL stands for
- a. Technology Enabled Learning
  - b. Teacher Enabled Learning
  - c. Technology Enabled Learner
  - d. Teaching And Learning
84. Before teaching any subject or topic a teacher must know
- a. Instructional Objectives
  - b. Instructional Design
  - c. Instructional Aids
  - d. All
85. A blueprint of a test paper helps a teacher to
- a. Validate the questions
  - b. Plan the questions
  - c. Balance the questions
  - d. Balance question papers in terms of objective, content and types of questions

86. To identify the lack of content knowledge in the students, \_\_\_\_\_ type of test is administered
- Achievement Test
  - Diagnostic Test
  - Intelligence Test
  - Ability Test
87. Teachers must communicate with parents on a
- Monthly basis
  - Weekly basis
  - Whenever the need arises
  - Daily
88. The 'Look and Say' method is employed in the teaching of
- Science
  - Language
  - Mathematics
  - Social Science
89. A Diagrammatic representation of concepts is known as a
- Mind Map
  - Graph
  - Flow Chart
  - All
90. The teacher must be a
- Sage on the Stage
  - Guide on the Side
  - Strict Disciplinarian
  - Friend
91. A textbook must be
- Used as a reference point for the subject
  - Used as the 'be-all and end-all' of teaching a subject
  - Used for giving notes in the subject
  - Used for collection of data
92. The ideal class strength in a school should be
- 20 - 25 students
  - 35 - 50 students
  - 50 - 75 students

- d. 75 – 80 students
93. Which of the following statements is incorrect?
- a. Teaching Aids must be creative and colourful.
  - b. Teaching Aids must be used in every class.
  - c. Teaching Aids must be used appropriately.
  - d. All
94. In - service Education for teachers must be provided
- a. Periodically
  - b. Once in 5 years
  - c. Only when there is a need
  - d. When new syllabus is prepared
95. A holistic learning experience can be provided to children through
- a. Correlation of subjects
  - b. Digitization of Content
  - c. None of the above
  - d. Use of teaching aid
96. The concept of micro - teaching
- a. Is impractical as it involves time and effort
  - b. helps the teaching learning process
  - c. helps the students
  - d. is learning oriented
97. Time and Place Sense is an important aspect of
- a. History
  - b. Geography
  - c. Civics
  - d. Economics
98. Worksheets
- a. Recapitulate concepts
  - b. Should be a part of some subjects only
  - c. Are an unnecessary burden on the teacher and the students
  - d. Are fund generating tools for schools
99. A Year Plan is useful in
- a. Giving the School Management an idea of school activities
  - b. Preparing Parents for the academic year
  - c. Planning for all contingencies for the teachers



d. Annual Magazine

100. Slow learners in a class must be

- a. Provided with special teachers appointed by the school.
- b. Detained in the class.
- c. Given remedial classes by the class/subject teacher.
- d. Admitted in special schools

**EDUCATION ENHANCEMENT SURVEY**  
**Social Science**

**Time: 1½ hr.**

**Marks: 100**

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**Instructions**

This assessment has total 100 questions. Each question is of 1 mark.

- 1) All the questions are objective type. Only one out of the four given options is the correct answer. On the OMR Sheet note the correct answer by darkening the correct circle given.
- 2) The set number of the question paper is given on its top right hand corner. The candidates have to note this number in digits and by darkening the circles on the OMR Sheet.
- 3) Check that the number written on the OMR Sheet and your question paper is same. Any type of difference should be informed to the supervisor and get either the OMR Sheet or the question paper or both changed.
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- 5) Only black ball point pen should be used for writing any detail or noting the answers on the OMR Sheet.
- 6) Use of "White Fluid" or correction ink on the OMR sheet is not allowed.

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**Objectives**

- To gauge the knowledge of some basic concepts in History, Geography, Civics and Economics
- To test the ability to apply this knowledge
- To assess the time and place sense in History and Geography
- To find out if there is an appreciation of India's rich culture and heritage

**Part -1**  
**History**

**(30)**

1. Vasco da Gama discovered a sea route to India in the year
  - a. 1492
  - b. 1494
  - c. 1453
  - d. 1498
  
2. The political unification of Germany was brought about by
  - a. Bismarck
  - b. Count Cavour
  - c. Garibaldi
  - d. Al Burq
  
3. The immediate cause of the First World War was the:
  - a. Assassination of Duke Ferdinand of Austria
  - b. Attack of Austria on Serbia
  - c. Declaration of War on France by Germany
  - d. Benefits seen after the war for the European countries
  
4. The organization established for world peace after the 1<sup>st</sup> World War was
  - a. The U. N. O
  - b. The Commonwealth
  - c. The League of Nations
  - d. NATO
  
5. The philosophy propounded by Benito Mussolini was
  - a. Nazism
  - b. Fascism
  - c. Marxism
  - d. Maoism
  
6. The 'Axis' group in the Second World War comprised
  - (c) England, France and Russia
  - (d) America, England and France
  - (e) Germany, Italy and Japan
  - d. America, Italy and Russia
  
7. The Britisher responsible for the introduction of English Education in India was
  - a. Lord Hastings
  - b. Lord Bentinck
  - c. Lord Dalhousie

- d. Lord Macaulay
8. The Brahmo Samaj was founded by
- a. Raja Rammohan Roy
  - b. Swami Dayanand Saraswati
  - c. Ishwar Chandra Vidyasagar
  - d. Swami Vivekanand
9. The patriotic song 'Vande Mataram' was written by
- a. Iqbal
  - b. Bankim Chandra
  - c. Rabindranath Tagore
  - d. Govind Ranade
10. Opposition to the 'Rowlatt Act' resulted in
- a. The Quit India Movement
  - b. The Civil Disobedience Movement
  - c. The Non Co-operation Movement
  - d. Salt March
11. The Dandi Yatra took place in
- a. 1920
  - b. 1930
  - c. 1928
  - d. 1929
12. Which state is related to Kuchipudi dance?
- a. Kerala
  - b. Assam
  - c. Gujarat
  - d. Andhra Pradesh
13. In which district of Gujarat is the Harappan town of Dholaveera situated?
- a. Kutch
  - b. Junagadh
  - c. Sabarkantha
  - d. Bhavnagar
14. The holy book of the Buddhists is the
- a. Kalpasutra
  - b. Sariputra
  - c. Tripitakas

d. Quran

15. Where are the Ajanta- Ellora caves situated?

- a. Gujarat
- b. Maharashtra
- c. Karnataka
- d. Rajasthan

16. The Soviet Union directly challenged the monopolistic nuclear power of America, by conducting a nuclear test during \_\_\_\_\_

- a. 1949
- b. 1499
- c. 1994
- d. 1495

17. Germany was divided in \_\_\_\_\_ parts after the War

- a. 6
- b. 4
- c. 3
- d. 5

18. The treaty of 'Peace, Friendship and Cooperation' was signed in 1971 between \_\_\_\_\_ and \_\_\_\_\_

- a. America and France
- b. India and France
- c. India and Soviet Union
- d. India and Pakistan

19. Ancient Indian Culture was not only beautiful but also:

- a. Industrious
- b. Based on agriculture only
- c. Based on religion only
- d. Utilitarian and Prosperous

20. "If the country will be divided, then owing to the geographical reasons they would not be able to join Pakistan and owing to the ideological reasons they would not be able to join India" - said the nizam of \_\_\_\_\_

- a. Hyderabad
- b. Junagadh
- c. Kashmir
- d. Punjab

21. Lord Curzon's main aim behind the 'Bang Bhang Movement' was to

- a. Divide Bengal geographically
  - b. Break the unity of Bengali people
  - c. Strengthen the unity of Bengali people
  - d. None of the above
22. \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are considered to be holy and worshipped in India
- a. Peepal, Banian and Tulsi (Basil)
  - b. Neem, Mango and Asopalav
  - c. Mahua, Prosopis and Date
  - d. Tamarind, Banana and Almond
23. Which of the given piece of work was written by Bhasa
- a. Swapnavasudatta
  - b. Maitrimitra
  - c. Uttaramcharita
  - d. Konark Bhasya
24. Where is the famous Konark temple situated?
- a. Tamil Nadu
  - b. Orissa
  - c. Madhya Pradesh
  - d. Gujarat
25. Which is the biggest established stupa during the Mauryan Era?
- a. Somnath temple
  - b. Mahabalipuram
  - c. Sanchi Stupa
  - d. Step well of Adalaj
26. The original name of the 'East India Company' was \_\_\_\_\_
- a. French East India Company
  - b. Armada
  - c. Dutch East India Company
  - d. Society of Adventures
27. Which of the following changes was not in the changes recommended in the 'Morley Minto reforms' of 1909?
- a. A separate electorate of Muslims
  - b. Allocation of more seats to Muslims
  - c. Inclusion of landlords, communal and other classes into Muslim electorate
  - d. None of the above

28. The head quarter of 'Azad Hind Fauj' was shifted from Singapore to Rangoon ( Capital of Burma) because \_\_\_\_\_
- Japan conquered Burma
  - British came to know of the head quarter
  - There was no one to take care of the head quarter in Singapore
  - Ameriaca took over Burma
29. Sri Lanka started efforts to achieve Independence \_\_\_\_\_
- During World War I
  - During World War II
  - After World War II
  - After World War I
30. " Aarzi Hakumat" was established by the people of \_\_\_\_\_
- Hyderabad
  - Mumbai
  - Junagadh
  - Ahmedabad

**Part - 2**  
**Geography**

(30)

31. The important latitude that passes through India is
- Tropic Of Capricorn
  - Tropic of Cancer
  - Equator
  - Circumference
32. Lakshwadeep Islands are situated in the
- The Bay of Bengal
  - The Indian Ocean
  - The Arabian Sea
  - The Pacific Ocean
33. New Alluvial deposits on the flood plains are known as
- Khadar
  - Bhabhar
  - Tarai
  - Vadai
34. The maximum annual rainfall in the world is recorded at
- Cherrapunji

- b. Maunsinram
  - c. Itanagar
  - d. Kutch
35. This river is known as the 'Ganga of the South'.
- a. Narmada
  - b. Krishna
  - c. Godavari
  - d. Yamuna
36. The Gir National Park is world famous for its
- a. Rhinos
  - b. Lions
  - c. Elephants
  - d. Deer
37. This herbal plant useful in controlling high blood pressure is found only in India.
- a. Shankhavalli
  - b. Sargavo(Drumstick)
  - c. Patthar futi
  - d. Sarpagandha (Serpentina)
38. World Environment Day is celebrated on
- a. 21 March
  - b. 20 October
  - c. 10 November
  - d. 5 June
39. Which of the following statements does not indicate the environmental importance of forests?
- a. Forests are important for receiving more rainfall.
  - b. Forests control floods.
  - c. Forests provide employment to the people living in the forests.
  - d. Forests are the best place of habitat for animals and birds
40. The type of farming done where the rainfall is less and irrigation facilities are inadequate is known as:
- a. Subsistence Farming
  - b. Dry Farming
  - c. Shifting Farming
  - d. Developing Farming
41. In Gujarat, most of the sugarcane mills are run on which basis?



- a. Co-operative
  - b. Private
  - c. Government
  - d. Public
42. The Nagarjuna Sagar Project is made on which river?
- a. Mahanadi
  - b. Krishna
  - c. Kaveri
  - d. Ganga
43. Which is the best quality of coal?
- a. Lignite
  - b. Bituminous Coal
  - c. Anthracite
  - d. Peat Coal
44. The first Iron and Steel Industry was established in:
- a. Gujarat
  - b. Karnataka
  - c. Tamilnadu
  - d. Rajasthan
45. Which National Highway is the longest highway with a total of 2372 km that connects Varanasi to Kanyakumari?
- a. No. 2
  - b. No. 5
  - c. No. 15
  - d. No. 7
46. India is the \_\_\_\_\_ largest country in world
- a. 15<sup>th</sup>
  - b. 3<sup>rd</sup>
  - c. 7<sup>th</sup>
  - d. 10<sup>th</sup>
47. The combined flow of river Ganga and Brahmaputra is known as \_\_\_\_\_
- a. Meghana
  - b. Chenab
  - c. Beas
  - d. Satluj
48. A land between two rivers is called \_\_\_\_\_

- a. Delta
  - b. Peninsula
  - c. Doab
  - d. Plateau
49. Which of the following is not a kharif crop?
- a. Maize
  - b. Wheat
  - c. Jowar
  - d. Bajra
50. What is the obstacle to Arabian Sea current?
- a. Peninsula
  - b. Western Plateau
  - c. Western Ghats
  - d. Gulf of Kutch
51. Where is river Tsang Po?
- a. Nepal
  - b. Japan
  - c. Tibet
  - d. Burma
52. Krishna river meets \_\_\_\_\_
- a. Arabian Sea
  - b. Indian Ocean
  - c. Bay of Bengal
  - d. Atlantic Ocean
53. River Kaveri starts from which range of the western ghats?
- a. Ghataprabha
  - b. Tungbhadra
  - c. Bhima
  - d. Brahmagiri
54. Which city comes second in India in population density?
- a. Ahmedabad
  - b. Delhi
  - c. Pondicherry
  - d. Chandigadh
55. Water Conservation is also known as
- a. Water Flow

- b. Water Problem
  - c. Water Harvesting
  - d. Water Management
56. How many percentage of the total population of India depend upon agriculture?
- a. 90%
  - b. 80%
  - c. 62%
  - d. 70%
57. Kanha National Park is in \_\_\_\_\_
- a. Madhya Pradesh
  - b. Assam
  - c. Rajasthan
  - d. Bihar
58. How much temperature does wheat crop need?
- a. 20<sup>0</sup> - 30<sup>0</sup> C
  - b. 5<sup>0</sup> - 15<sup>0</sup> C
  - c. 1<sup>0</sup> - 5<sup>0</sup> C
  - d. 0<sup>0</sup> - 1<sup>0</sup> C
59. Where was the first Iron - Steel Plant established in India?
- a. Jamshedpur
  - b. Vishakhapatnam
  - c. Bellary
  - d. Ahmedabad
60. October Heat is known as \_\_\_\_\_ in Gujarat
- a. Bhadarviyo Taap
  - b. Mavthu (unseasonal rain)
  - c. Rain Break
  - d. Vaishakhi Taap

**Part - 3**  
**Civics**

**(20)**

61. The 'Positive Discrimination' policy followed by the Indian Government is to reduce
- a. Inequality
  - b. Exploitation
  - c. Unemployment
  - d. None

62. This 'Right' was considered as 'The Soul of the Constitution' by Dr. Ambedkar.
- Right to Freedom
  - Right to Equality
  - Right to Constitutional Remedies
  - Right to Religion
63. The ex-officio chairman of the Rajya Sabha is the
- President of India
  - Vice President of India
  - Prime Minister of India
  - Chief Minister
64. Jurisdiction in a dispute between the Central Government and one of the States is known as:
- Original Jurisdiction
  - Advisory Jurisdiction
  - Administrative Jurisdiction
  - State Jurisdiction
65. Which 'Article' in the Indian Constitution meets the economic and social needs of the scheduled castes and tribes?
- Article 46
  - Article 25
  - Article 17
  - Article 27
66. The "President's Rule" administered by the governor can be extended for a maximum of \_\_\_\_\_ years
- 7
  - 10
  - 3
  - 5
67. The \_\_\_\_\_ of High Court has power to hear appeals about civil and criminal cases against decision of lower court.
- Appellate Jurisdiction
  - Administrative Jurisdiction
  - Both
  - None

68. There were \_\_\_\_\_ members of the British Provinces in the Assembly of 1946
- 296
  - 289
  - 93
  - 105
69. In which year was Nagaland made a separate state?
- 1963
  - 1961
  - 1953
  - 1955
70. Which one of the following is a global problem?
- Casteism
  - Militancy
  - Terrorism
  - Communalism
71. Which age group of children has the basic right of compulsory and free education?
- 8-16 years
  - 8 - 19 years
  - 6-14 years
  - 1-14 years
72. In which year was the 'National Policy For Empowerment of Women' implemented?
- 1987
  - 1999
  - 2001
  - 2004
73. The subject of 'Education' is part of the
- State List
  - Union List
  - Concurrent List
  - Private Trusts
74. The National Emblem does not depict the following animal:
- Goat
  - Horse
  - Ox
  - Tiger

75. Which of the given feature is not amongst the main features of the Indian Constitution?

- a. Independent and Impartial Judiciary
- b. Voting by all
- c. Secularism
- d. Parliamentary System

76. Our Fundamental Rights

- a. Right to Equality
- b. Right against Exploitation
- c. Cultural and Educational Rights
- d. All the three

77. \_\_\_\_\_ is celebrated as the Human Rights Day

- a. 10 December
- b. 6 January
- c. 1 May
- d. 1 February

78. The members of Lok Sabha cannot be more than \_\_\_\_\_

- a. 543
- b. 530
- c. 534
- d. 13

79. An ordinary bill is introduced in \_\_\_\_\_ of Parliament

- a. any of the two houses
- b. only one of the houses
- c. both the houses at the same time
- d. none of the above

80. The upper house of the Parliament is called \_\_\_\_\_

- a. Lok sabha
- b. Rajya sabha
- c. The state Legislature
- d. Vidhan Sabha

**Part - 4**  
**Economics**

**(20)**

81. What is the main feature of a developing economy?

- a. Annual Income
- b. Per Capita Income
- c. Agricultural Income

- d. Income through toll tax
82. Education and Health are included in this sector.
- a. Primary
  - b. Secondary
  - c. Service
  - d. Business
83. Which of the following is not a factor of 'Production'?
- a. Market
  - b. Land
  - c. Capital
  - d. Labour
84. Which of the following countries does not have a 'Mixed Economy'?
- a. India
  - b. Russia
  - c. France
  - d. China
85. To encourage privatization, the Indian Government lifted
- a. FERA
  - b. FTP
  - c. EXIM
  - d. MPA
86. When was the World Trade Organization established?
- a. 1975
  - b. 1985
  - c. 1995
  - d. 2000
87. Which sector has been given the responsibility for economic development?
- a. Public Sector
  - b. Private Sector
  - c. Co-operative Sector
  - d. None of the above
88. While comparing the higher income group people with lower income group people, it is found that the lower group income remains low. This situation is known as:
- a. Absolute Poverty
  - b. Unemployment
  - c. Relative Poverty

d. Poverty

89. When there is increase or decrease in employment due to bearishness or bullishness of trade cycle, it is known as:

- a. Frictional Unemployment
- b. Structural Unemployment
- c. Seasonal Unemployment
- d. Cyclical Unemployment

90. To keep the price level under control, the Government has formulated the

- a. Essential Services Act
- b. Essential Commodities Act
- c. Consumer Protection Act
- d. Customer Right Act

91. Agriculture contributes \_\_\_\_\_ % or more in our national economy

- a. 58%
- b. 70%
- c. 35%
- d. 50%

92. Which of the following is not a feature of Market Mechanism System .

- a. Ownership of resources of production is either private or individual
- b. Economic decisions are taken by not keeping the price mechanism in mind
- c. Economic decisions are taken only after keeping personal interest or profit
- d. Price mechanism takes care of production and income distribution

93. India is \_\_\_\_\_ country

- a. Under developed
- b. Developed
- c. Developing
- d. Semi Developed

94. India started seeing the economic growth from \_\_\_\_\_

- a. 1951
- b. 2002
- c. 1991
- d. 2005

95. \_\_\_\_\_ % of the population of Gujarat lives below poverty line

- a. 14.01
- b. 14.07
- c. 17.04



d. 15.08

96. The educated unemployed falling between 18 to 35 years of age are given the benefit under the given act.

- a. Jawahar Gram Samruddhi Yojna
- b. Suvarna Jayanti Gram Swarojgar Yojna
- c. Suvarna Jayanti Shaheri Rojgar Yojna
- d. Prime Minister Employment Yojna

97. Increase in \_\_\_\_\_ leads to imbalance in the demand and supply of the things, services etc

- a. Price
- b. Population
- c. Salary
- d. Jobs

98. Yearly \_\_\_\_\_ % of price rise is beneficial for a country

- a. 5%
- b. 3%
- c. 1%
- d. 0.5%

99. Which year was celebrated as Women's Year?

- a. 2002
- b. 2001
- c. 1990
- d. 2008

100. \_\_\_\_\_ is the scheme for female benefit in Gujarat

- a. Saraswati Bond
- b. Vidhyalakshmi Bond
- c. Narmada Bond
- d. Mahila Bond

**EDUCATION ENHANCEMENT SURVEY**  
**Science & Technology and Math**

**Time: 2 hrs.**

**Marks: 100**

---

**Instructions**

- 1) This assessment has total 100 questions. Each question is of 1 mark.
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  - 6) Only black ball point pen should be used for writing any detail or noting the answers on the OMR Sheet.
  - 7) Use of "White Fluid" or correction ink on the OMR sheet is not allowed.
- 

**Objectives**

- **Science**
  - To gauge the knowledge of some basic scientific concepts
  - To assess the skill in solving scientific problems
  - To test the ability to apply these scientific concepts in practical situations
  
- **Mathematics**
  - To gauge the knowledge of some basic concepts in Arithmetic, Algebra, Geometry and Trigonometry
  - To test the ability to apply this knowledge in Problem Solving and Computation
  - To assess accuracy and speed in solving problems

## Science and Technology

### Part - 1

### Physics

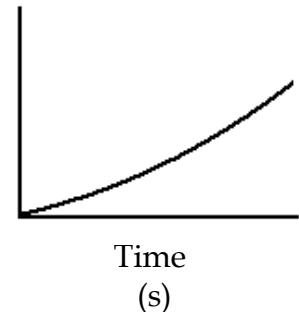
(15)

- Which of the following is a vector quantity?
  - Speed
  - Path-Length,
  - Displacement
  - Distance
- A sprinter completes a round on a circular path of circumference 300m. His displacement is
  - 150 m.
  - 0 m.
  - 75 m.
  - 300 m.
- A cyclist travels at 5 km/in the East direction. Then he travels 12 km in the South direction. What is the magnitude of displacement of the cyclist?
  - 17 km.
  - 13 km.
  - 7 km.
  - 15 km.

- The type of motion described in the following graph

- Uniform motion
- Uniformly accelerated motion
- Non-uniform accelerated motion
- Non-uniform motion

Distance  
(m)



- A constant force of 5 N is applied on a body of 10 Kg mass, with how much acceleration will it move?
  - 2 m/s<sup>2</sup>
  - 50 m/s<sup>2</sup>
  - 20 m/s<sup>2</sup>
  - 0.5 m/s<sup>2</sup>
- A swimmer pushes water backward with his hands and moves forward. This is an example of
  - Newton's First Law of Motion
  - Newton's Second Law of Motion
  - Newton's Third Law of Motion

- None of the above
7. If the mass of an object on Earth is 6 Kg, then on the surface of the Moon it will be
- a. 1 kg.
  - b.  $\frac{1}{6}$  Kg.
  - c. 6 Kg.
  - d.  $\frac{6}{100}$  Kg.
8. The molecular mass of  $\text{H}_2\text{O}$  is
- a. 18 u
  - b. 17 u
  - c. 16 u
  - d. 14 u
9. Which of the following does not undergo deviation?
- a.  $\beta$  Rays
  - b.  $\gamma$  Ra
  - d. Cathode Rays
  - c. X-Rays
10. For a spherical mirror, which of the following relation is true?
- a.  $R = 2 f$
  - b.  $R = f/2$
  - c.  $R = f$
  - d.  $R = 3f$
11. Splitting of white light into seven colours is known as
- a. Refraction
  - b. Reflection
  - c. Interference
  - d. Dispersion
12. Silicon is a \_\_\_\_.
- a. Conductor
  - b. Insulator
  - c. Semiconductor
  - d. Super conductor
13. 1 unit of domestic energy is \_\_\_\_\_.
- a. 1 Joule
  - b. 1 Watt Second
  - c.  $3.6 \times 10^6$  joule
  - d.  $3.6 \times 10^6$  Watt Second

14. The magnetic field due to an electric current in a conductor is
- a. in the direction of the electric current
  - b. in the opposite direction of the electric current
  - c. circular around the conductor
  - d. none of the above
15. The device used to convert electric energy to mechanical energy is the
- a. Electric Generator
  - b. Solenoid
  - c. Power station
  - d. Electric Motor

**Part -2**  
**Chemistry**

**(15)**

16. According to the Arrhenius theory, which ion is released from an acid during ionization?
- $H^+$
  - $OH^-$
  - $N^-$
  - $Cl^-$
17. Ammonium Chloride when dissolved in water is an example of
- Exothermic Reaction
  - Endothermic Reaction
  - Reversible Reaction
  - Irreversible process
18. The automatic diminishing of bright light in a photo-chromatic glass is due to
- Potassium Carbonate
  - Pyrex
  - Silver Bromide
  - Silver Sulphide
19. The chemical name of 'Baking Soda' is
- Sodium Carbonate Dehydrate
  - Calcium Oxychloride
  - Sodium Hydrogen Carbonate
  - Sodium Bicarbonate
20. Brass is an alloy of
- Iron and Carbon
  - Aluminium and Magnesium
  - Copper and Iron
  - Copper and Zinc
21. The chemical formula of 'Bauxite' is
- $Al_2O_3$
  - $Al_2O_3 \cdot 2H_2O$
  - $Al_2O_3 \cdot H_2O$
  - $Al_2O_3 \cdot 8H_2O$
22. The method used for purification of more reactive metals is
- Electrochemical Reduction
  - Roasting
  - Calcination

- d. Chemical reduction
23.  $P_2O_5$  will have the following action on litmus
- Change blue litmus to red
  - Change red litmus to blue
  - Will not change colour
  - Change to both red and blue
24. Ammonia is produced by the
- Frasch Process
  - Bayer's Process
  - Haber's Process
  - Solvay Method
25. The reaction between carboxylic acid and ethanol in the presence of  $H_2SO_4$  is known as
- Saponification
  - Hydrolysis
  - Esterification
  - None of the above
26. An example of a 'Condensation Polymer' is
- Nylon
  - PVC
  - Natural Rubber
  - Teflon
27.  $CH_3COOH + NaOH$  will give
- $CH_3COONa + H_2O$
  - $CH_4 + NaOH$
  - $CH_3OH + Na$
  - $CH_3COONa + H_2O$
28.  $SO_2 + 2H_2S$  will give
- $2H_2SO_4$
  - $2SO + 2H_2$
  - $2H_2SO_3$
  - $3S + 2H_2O$
29. Which of the following elements has an electronic configuration 2,8,7 in its atomic structure?
- Br
  - F

- c. I
- d. Cl

30.  $\text{Fe}_2\text{O}_3 + 3\text{C}$  on heating gives

- a.  $2\text{Fe} + 3\text{CO}$
- b.  $2\text{Fe} + 3\text{CO}_2$
- c.  $2\text{FeO} + \text{CO}_2$
- d.  $\text{Fe}_2\text{CO}_3$



**Part - 3**  
**Biology**

**(15)**

31. Which organelle is considered the powerhouse of the cell?
- Plastids
  - Mitochondria
  - Golgi
  - Chlorophyll
32. These organelles are considered as 'Suicide Bags'.
- Centrosomes
  - Mesosomes
  - Lysosomes
  - Ribozomes
33. Parenchyma that contains chlorophyll is known as:
- Sclerenchyma
  - Collenchyma
  - Chlorenchyma
  - All of the above
34. The main function of phloem in plants is:
- Conduction of water
  - Flow of water
  - Photosynthesis
  - Transport of food
35. The bones are an example of:
- Epithelial tissue
  - Muscular tissue
  - Connective tissue
  - Nervous tissue
36. The part of the nerve fibre without myelin sheath is known as:
- Dendrite
  - Neurilemma
  - Ranvier's Node
  - Axon
37. AIDS is caused by
- Virus
  - Fungus
  - Bacteria

- d. Microorganism
38. Causative agent of T.B is
- a. Salmonella
  - b. Mycobacterium
  - c. Streptococcus
  - d. Pneumococcus
39. During which phase of photosynthesis is ATP used as an energy source?
- a. Light Phase
  - b. Light Synthetic Phase
  - c. Biosynthetic Phase
  - d. Light and Biosynthetic Phase
40. Which structure gives protection during embryo development?
- a. Amnion
  - b. Placenta
  - c. Umbilical cord
  - d. Both amnion and placenta
41. Which blood cell contains haemoglobin?
- a. RBC
  - b. WBC
  - c. Platelets
  - d. None
42. Where is the bicuspid valve found in the human heart?
- a. Between two Atria
  - b. Between Left Atrium and Ventricle
  - c. Between Ventricles
  - d. Between Right Atrium and Ventricle
43. People having this blood group are known as 'Universal Donors'.
- a. AB
  - b. O
  - c. B
  - d. A<sup>+</sup>
44. The 'Growth Hormone' is released by this gland.
- a. Thyroid Gland
  - b. Endocrine Gland
  - c. Adrenal Gland
  - d. Pituitary Gland

45. The unit that carries genetic information is
- DNA
  - RNA
  - DNA-RNA
  - None of the above

**Part - 4**  
**General**

**(5)**

46. What is the periodic time of Halley's comet in years?
- 67
  - 86
  - 76
  - 78
47. Minamata Disease is caused by pollution in water due to presence of:
- Carbon
  - Lead
  - Arsenic
  - Mercury
48. The following are homoiothermic:
- Lizards
  - Frogs
  - Sparrows
  - Snake
49. A lab instrument used to measure and draw liquid is called a:
- Burette
  - Pipette
  - Beaker
  - Test tube
50. An indicator to test acidity of a solution is:
- Potassium Permanganate
  - Phenolphthalein
  - Bayer's Reagent
  - None of the above

**Mathematics**  
**Part -1**  
**Arithmetic**

**(10)**

51. If  $U = \{x/x \in \mathbb{N}, x < 5\}$ ,  $A = \{x/x \in \mathbb{N}, x \leq 2\}$  then  $A' =$  \_\_\_\_\_
- $\{1, 2\}$
  - $\{1, 2, 3, 4, 5\}$
  - $\{3, 4\}$
  - $\{3, 4, 5\}$
52.  $\phi$  \_\_\_\_\_  $\{\phi\}$
- $\subset$
  - $\notin$
  - $=$
  - $\times$
53.  $(A \cap B)' =$  \_\_\_\_\_
- $A \cup B'$
  - $A' \cup B$
  - $A \cup B$
  - $A \cap B$
54. \_\_\_\_\_ is a true statement.
- Every Whole number is a Natural Number.
  - Every Whole number is not a Fractional Number
  - Every Rational number is an Integer.
  - Every Integer is a Rational number.
55.  $\sqrt{3} + \sqrt{6}$  is
- A Whole Number
  - A Natural Number
  - An Irrational Number
  - None of the above
56. If the 5<sup>th</sup> term of an arithmetic progression is 17 and the 1<sup>st</sup> term is 1, then its 10<sup>th</sup> term is \_\_\_\_\_.
- 33
  - 37
  - 41
  - 28
57. The sum of the first 20 terms of the arithmetic progression 1, 21, 41, 61.... is
- 3820

- b. 3810
- c. 3835
- d. 3802

58. If a man invests Rs. 1000/- at 10% Simple Interest for 2 years, he will get an Amount of

- a. Rs.200/-
- b. Rs 1500/-
- c. Rs.1200/-
- d. Rs. 150

59. The cash purchase price of a colour camera is Rs. 10,000/- One can purchase it by paying a cash down payment of 20% of the actual cost and Rs. 8500/- at the end of 3 months. What is the interest earned by the shopkeeper?

- a. Rs. 200/-
- b. Rs. 150/-
- c. Rs. 500/-
- d. Rs. 250/-

60. The common difference of  $2, 7/4, 3/2, 5/4$  is

- a.  $1/4$
- b.  $-1/4$
- c. 4
- d.  $-1/2$

**Part - 2**  
**Algebra**

**(12)**

61. If  $x - 2$  is a factor of  $3x^4 - 2x^3 + 7x^2 - 21x + K$  then the value of 'K' is

- a. 2
- b. 9
- c. 18
- d. -18

62. Factors of  $y^2 + 10y + 21$  are

- a.  $(y+3)(y-7)$
- b.  $(y+3)(y+7)$
- c.  $(y-3)(y+7)$
- d.  $(y-3)(y-7)$

63. If  $a - b = 2$  and  $ab = 3$  then  $a^3 - b^3 =$

- a. 20
- b. 27
- c. 26

- d. 28
64. If  $x^2 + 6x + 7$  is divided by  $x + 1$ , then the remainder is
- 1
  - 2
  - 5
  - 0
65. If  $x = 2, y = 5$  is a solution of the equation  $5x + 7y - k = 0$  then the value of  $k$  is
- 12
  - 39
  - 35
  - 45
66. If  $(x + 4)$  is a factor of the polynomial  $x^2 + 7x + m$ , then  $m =$
- 12
  - 3
  - 4
  - 44
67. The cost of 2 tables and 3 chairs is Rs. 2500/-. The cost of 3 tables and 2 chairs is Rs. 3000/- What is the total cost of 1 chair and 1 table?
- Rs. 1000/-
  - Rs. 1100/-
  - Rs. 1200/-
  - Rs. 1300/-
68. In a rectangle, the length is 5 more than twice its breadth. If its perimeter is 100 m. then the area of the rectangle is
- 525 sq. m.
  - 500 sq. m.
  - 250 sq. m.
  - 350 sq. m.
69. The HCF of  $(2x^2)^3$  and  $2x^2 \times 6x^3$  is:
- $8x^5$
  - $2x^5$
  - $12x^5$
  - $4x^5$
70. The LCM of polynomials  $(x + 1)$  and  $(x - 1)$  is:
- $x^2 + 1$
  - $x + 1$

- c.  $x^2 - 1$
- d. 1

71. Which of the following rational expressions is equal to  $\frac{x^2 - 4}{x^2 - 4x + 4}$

- a.  $\frac{x+2}{x-2}$
- b.  $\frac{(x-2)^2}{x^2 - 4x + 4}$
- c.  $\frac{x-2}{x+2}$
- d.  $\frac{1}{x-2}$

72. Which value of 'x' is a solution of the equation  $3x^2 - 4x + 1 = 0$ ?

- a.  $x = -\frac{1}{3}$
- b.  $x = \frac{1}{3}$
- c.  $x = -1$
- d.  $x = -3$

**Part - 3**  
**Geometry**

(12)

73. Ray XY can be represented as:

- a.  $\overline{xy}$
- b.  $\overrightarrow{yx}$
- c.  $\overrightarrow{xy}$
- d.  $\overleftrightarrow{xy}$

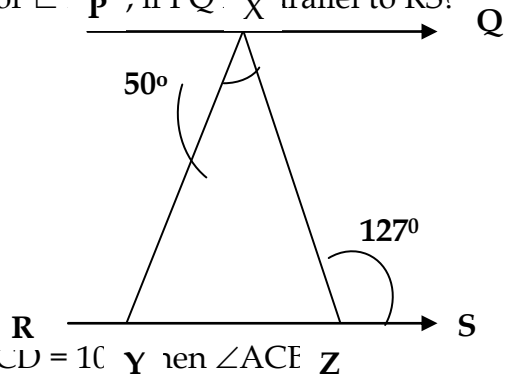
74. The supplementary angle of the complementary angle of an angle =  $23^\circ$  is:

- a.  $67^\circ$
- b.  $90^\circ$
- c.  $113^\circ$
- d.  $77^\circ$

75. If one angle of a linear pair is acute then the other angle is:
- Congruent
  - Obtuse
  - Right
  - Acute

76. In the following diagram, what is the measure of  $\angle P$ , if  $PQ \parallel RS$ ?

- $50^\circ$
- $67^\circ$
- $77^\circ$
- $70^\circ$



77. If  $\angle ACD$  is an exterior angle of  $\triangle ABC$ , and  $\angle ACD = 105^\circ$  then  $\angle ACE = ?$

- $105^\circ$
- $75^\circ$
- $100^\circ$
- $85^\circ$

78. If the measures of the angles of a triangle are in the proportion of 1:2:3, then the measure of the smallest angle is

- $30^\circ$
- $60^\circ$
- $90^\circ$
- $10^\circ$

79. In  $\triangle ABC$ ,  $AB = 6$ ,  $BC = 9$ ,  $CA = 12$  and the correspondence  $ABC \leftrightarrow PQR$  is similarity. If the perimeter of  $\triangle PQR$  is 45 then  $QR = ?$

- 10
- 15
- 20
- 9

80.  $\triangle XYZ \sim \triangle DEF$ . If  $XY = 5$  and  $DE = 6$  and area of  $\triangle DEF = 36$ , then area of  $\triangle ABC$  is

- 30
- 50
- 75
- 25

81. The lower end of a 17 m long staircase is 8 m away from the wall. The upper end of the staircase will touch the wall at what height?



- a. 12 m
- b. 18 m
- c. 15 m
- d. 18.78 m

82. Circumcentre of an equilateral triangle is

- a. its Centroid
- b. outside the triangle
- c. on one of the sides
- d. on one angle of a triangle

83. The measure of any angle in a semi circle arc is:

- a.  $30^\circ$
- b.  $90^\circ$
- c.  $120^\circ$
- d.  $60^\circ$

84. The volume of a sphere having a radius of 1.5 cm is

- a.  $4.5\pi$
- b.  $5.5\pi$
- c.  $4\pi$
- d.  $5\pi$

**Part - 4**  
**Trigonometry**

(6)

85. If  $\operatorname{cosec} \theta = \sqrt{5}$ , then  $\sin \theta =$

- a. -5
- b.  $\frac{1}{\sqrt{5}}$
- c. 5
- d.  $-\sqrt{5}$

86.  $(1 + \sin \theta)(1 - \sin \theta) =$

- a.  $\cos^2 \theta$
- b.  $\operatorname{cosec}^2 \theta$
- c.  $2 - \cos 2\theta$
- d.  $2 - 2\sin 2\theta$

87. If  $\cos \theta = 12/13$  and  $\sin \theta = 5/13$  then  $\tan \theta =$

- a.  $\frac{13}{5}$
- b.  $\frac{5}{12}$

- c.  $\frac{5}{13}$
- d.  $\frac{12}{5}$

88. If  $\cos \theta = \sin 30^\circ$ , then what is the value of  $\theta$ ?

- a.  $60^\circ$
- b.  $30^\circ$
- c.  $45^\circ$
- d.  $150^\circ$

89. The value of  $\tan (90 - \theta)^\circ \cos (90 - \theta)^\circ$  is

- a. 0
- b. 1
- c.  $\cos \theta$
- d.  $\sin \theta$

90. In a Right angled triangle, one angle measures  $30^\circ$  and the hypotenuse = 10 cm.  
What is measure of the side opposite to the angle measuring  $30^\circ$ ?

- a. 3 cm
- b.  $5\sqrt{2}$  cm
- c. 10 cm
- d. 5 cm

**Part - 5**  
**Coordinate Geometry**

(5)

91. If the coefficient of  $x$  is 0 in a linear equation in two variables, then its graph is

- a. A line perpendicular to X axis
- b. A line perpendicular to Y axis
- c. A line passing through origin
- d. None of the above

92. The Graph of the equation  $y = x$  passes through the following quadrants:

- a. I and II
- b. II and III
- c. I and III
- d. I and IV

93.  $(0,0)$ ,  $(3,1)$ ,  $(0, 4.5)$  are the vertices of what kind of triangle?

- a. Equilateral
- b. Right angled
- c. Acute angled
- d. Obtuse angle

94. The Y axis divides the line segment joining  $A(-3, -4)$  and  $B(1, -2)$  in what ratio?

- a. 1:3
- b. 3:1
- c. 2:3
- d.3:2

95. If (1, 2) and (-1, -2) are the end points of the diameter of a circle, then the centre of the circle is:

- a. (-2, -4)
- b. (2, 4)
- c. (0, 0)
- d.(1, 2)

**Part - 6**  
**General**

(5)

96. The financial year for Income tax assessment is:

- a. 1<sup>st</sup> February to 31<sup>st</sup> January
- b. 1<sup>st</sup> April to 31<sup>st</sup> March
- c. 1<sup>st</sup> January to 31<sup>st</sup> December
- d. 1<sup>st</sup> June to 31<sup>st</sup> May

97. PAN stands for

- a. Personal Account Number
- b. Personal Assessment Number
- c. Permanent Account Number
- d. Permanent Assessment Number

98. TDS is deducted every month for

- a. Industrialists
- b. Merchants
- c. Salaried Class
- d. Farmer

99. The sum of the frequencies of a frequency distribution is 50. If  $\sum f_1 x_1 = 122$  the value of the mean is

- a. 2.44
- b. 24.4
- c. 1.22
- d. 244

100. If  $n = 100$ ,  $\sum f_1 d_1 = 0$  and  $A = 15$ , then the value of the mean is

- a. 100
- b. 115
- c. 15
- d. 150

**EDUCATION ENHANCEMENT SURVEY**  
**English Language**

**Time: 1 hour 30 mins**

**Total Marks: 100**

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**Instructions**

- 1) This assessment has total 83 questions.
  - 2) Question numbers 1 to 80 are of one mark each, 81 and 82 are of 5 marks and question number 83 is of 10 marks.
  - 3) Questions 1 to 80 are objective type and 81 to 83 of subjective type. In the objective type of questions, only one out of the given options is the correct answer. On the OMR Sheet, note the correct answer by darkening the circle corresponding to the correct option.
  - 4) The set number of the question paper is given on its top right hand corner. The candidates have to note this number in digits and by darkening the appropriate circles on the OMR Sheet.
  - 5) Check that the number written on the OMR Sheet and your question paper is same. Any type of difference should be informed to the supervisor and get either the OMR Sheet or the question paper or both changed.
  - 6) The candidates have to note the set number of their question paper in the attendance sheet without fail.
  - 7) Only black ball point pen should be used for writing any detail or noting the answers on the OMR Sheet.
  - 8) Use of “White Fluid” or correction ink on the OMR sheet is not allowed.
- 

**Objectives:**

- To check the grasp of grammatical concepts in English
- To gauge the vocabulary levels in English
- To assess the correctness of usage of the English language

**Part 1**  
**Grammar**

(10)

**I. Choose the correct part of speech of the underlined word.**

1. Mrs. Sharma has a very bad cold.  
a. Verb                      b. Noun                      c. Adjective                      d. Adverb
  
2. Please do not look at her right now because she might get embarrassed.  
a. Noun                      b. Adverb                      c. Adjective                      d. Verb
  
3. The cold look given by him explained it all.  
a. Noun                      b. Adjective                      c. Adverb                      d. Verb
  
4. He wandered around aimlessly.  
a. Adjective                      b. Adverb                      c. Verb                      d. Noun
  
5. The distance from his house to his office is not too much.  
a. Conjunction                      b. Interjection                      c. Preposition                      d. Adjective

**II. State the correct tense in each of the sentences given below.**

- a. Present Perfect Continuous                      b. Present Perfect
  
- c. Past Perfect                      d. Future Continuous
  
6. He has been working in the same company for the last five years.  
a                      b                      c                      d
  
7. I have had a perfect meal  
a                      b                      c                      d
  
8. Will they be arriving today?  
a                      b                      c                      d

9. The children have been swimming in the lake and having a lot of fun since morning..

- a            b            c            d

10. The Government had feared a public revolt.

- a            b            c            d

**Part 2**  
Vocabulary

(30)

III. State the right choice in each of the following cases:

11. Bees: hum; Lions: \_\_\_\_\_

- a. Croak            b. Coo            c. Growl            d. Roar

12. Slight shaking movement: Tremor; Movement from side to side: \_\_\_\_\_

- a. Revolution    b. Vibrations    c. Rotation            d. Zig-Zag

13. Much is to touch what Tongue is to \_\_\_\_\_

- a. Young            b. Argue            c. Talk            d. Long

14. Fragments mean \_\_\_\_\_

- a. Peace            b. Pace            c. Pieces            d. Smell

15. Fusion is joining together, Fission is \_\_\_\_\_

- a. Fertility            b. Mission            c. Splitting            d. Fragmenting

16. Few: Several; Feeble: \_\_\_\_\_

- a. Strong            b. Displayed            c. Demonstrated            d. Weak

17. Wonderful: Wonder; Leaking: \_\_\_\_\_

- a. Leaking            b. Leakage            c. Leaky            d. Leakable

18. Increase: Decrease; Internal: \_\_\_\_\_

a. Eternal                      b. Urinal                      c. Maternal                      d. External

19. Elephants: Jungle; Blue Whales: \_\_\_\_\_

a. Oceans                      b. river                      c. Lakes                      d. Pond

20. Calm is \_\_\_\_\_

a. Quite                      b. Quit                      c. Quiet                      d. None

21. Harmony means

a. Obtain                      b. Homogenous                      c. Breakup                      d. Balance

22. Hedge means

a. Fence                      b. Funny                      c. Likes More                      d. Border

23. Stubborn means

a. Approach                      b. Useless                      c. Obstinate                      d. Strong

24. Isolated means

a. Pulled                      b. Alone                      c. currently                      d. Frozen

25. Anxious means

a. Happy                      b. Carefully                      c. Thief                      d. Worried

**IV Select the option which is similar to the word.**

26. Instant

a. At a time                      b. Together                      c. Incident                      d. Leisure

27. Fusion

a. Impression                      b. Division                      c. Confusion                      d. Getting together

28. Perish

a. Moment                      b. A place                      c. Turn into pieces                      d. A fruit

29. Compromise  
a. Adjust                      b. Correct                      c. Promise                      d. Forgive
30. Exceptionally  
a. Without                      b. Unusually                      c. Usually                      d. Only
31. Disheartened  
a. Discomfort                      b. Ruthless                      c. Discouraged                      d. Hearty
32. Hug  
a. Embrace                      b. Embarrass                      c. Embarrassment                      d. All
33. Organic  
a. Manure                      b. organ                      c. Organism                      d. Natural
34. Applaud  
a. Appear                      b. Loud                      c. Clap                      d. Dedicate
35. Grumble  
a. Gather                      b. Happy                      c. Sound                      d. Complain
36. Feeble  
a. Effective                      b. Weak                      c. Aged                      d. Beetle
37. Inspire  
a. Aghast                      b. Inverted                      c. Inquire                      d. Encourage
38. Acquisition  
a. Achievement                      b. Dearth                      c. Gain                      d. Lose
39. Resist  
a. Oppose                      b. Endure                      c. Abide                      d. Refuse
40. A \_\_\_\_\_ makes instant copies of printed pages  
a. Xerox                      b. Photocopier                      c. Scanner                      d. Computer



**Part 3**  
Language Knowledge

(26)

V. Fill in the blanks by choosing the appropriate option:

41. \_\_\_\_\_ a disease that causes pain in muscles and joints.  
a. Rheumatism    b. Cancer                      c. Migraine    d. Thyroid
42. A man is surprised to know the truth, means he is \_\_\_\_\_.  
a. Shocked                      b. Terrorized                      c. Astounded                      d. Amazed
43. 'Beat around the bush' is an example of \_\_\_\_\_.  
a. A Prepositional Phrase    b. An Idiomatic Expression  
  
c. A Part of Speech                      d. None
44. The following group of words can be rearranged to form the sentence \_\_\_\_\_.  
(king, that, touched, Midas, turned, gold, to, everything)
- (20)      That king Midas touched everything, turned to gold.  
(21)      King Midas turned to gold everything that touched.  
(22)      Everything that King Midas touched turned to gold.  
(23)      Midas that king touched to turned everything gold
45. "Life is journey" is an example of a \_\_\_\_\_.  
a. Simile                      b. Metaphor                      c. Personification    d. Paradox
46. Sunlight filtered \_\_\_\_\_.  
a. through the window panes  
b. from the window panes  
c. near the window panes.  
d. inside the window panes
47. The Guardian \_\_\_\_\_ the child in the absence of his parents  
a. looked after    b. Looked into                      c. Looked upon    d. Looked over
48. The box has some \_\_\_\_\_ wires.

- a. Electricity      b. Electrifying      c. Electrically      d. Electric

49. An antonym of 'Stable' is \_\_\_\_\_.

- a. Constant      b. Balanced      c. Anchored      d. Shaky

50. I know teaching, farmers know \_\_\_\_\_.

- a. Engineering      b. Ploughing      c. Drawing      d. Stitching

51. The sentence - "We are going for a film after the test" is in the \_\_\_\_\_.

- a. Present Tense      b. Future Tense  
c. Present Continuous Tense      d. Future Continuous Tense

52. Too much of \_\_\_\_\_ in anything is not advisable.

- a. Indulgence      b. Indulging      c. Indulge      d. Indulgement

53. Read the paragraph carefully and fill in the blanks with the words given below

[1=so, 2=yet, 3=which, 4=but, 5=otherwise, 6=that]

Last week, we visited the National Book fair \_\_\_\_\_ was held at the university ground. It was advertised in the newspaper, \_\_\_\_\_ I didn't notice it. It was good \_\_\_\_\_ my friend Manoj informed me. I decided to go with him. I bought books worth Rs. 500. I had no more money \_\_\_\_\_ I would have bought some more books. I had a lot of homework to do \_\_\_\_\_ I spent only one hour at the book fair.

- a. 23154      b. 12345      c. 43612      d. 34651

VI. Choose the correct option for each of the following statements.

54. If the opposite of 'use' is 'misuse' then the opposite of 'believe' is \_\_\_\_\_.

- a. Misbelieve      b. Disbelieve      c. Believeless      d. Unbelieve

55. When we praise someone, it is known as a \_\_\_\_\_.

- a. Complement      b. Compliment      c. Compliance      d. Complaint

56. The adjective form of 'thought' is \_\_\_\_\_.

- a. Think      b. Thoughtfulness      c. Thoughts      d. Thoughtful

57. Study of biological clock is \_\_\_\_\_.  
 a. Biotechnology      b. Chronobiology      c. Harmony      d. Anthropology
58. 'Bravo!' Is an example of  
 a. Expression      b. Question      c. Statement      d. Phrase
59. They decided \_\_\_\_\_ for shopping.  
 a. gone      b. going      c. to be going      d. to go
60. The doctor of animals is known as \_\_\_\_\_.  
 a. Veteran surgeon      b. Veterinary surgeon      c. Vintage surgeon  
 d. Vestige surgeon
61. Foe is synonym to \_\_\_\_\_  
 a. Enemy      b. Friend      c. Relative      d. Cousin
62. The word 'niche' means \_\_\_\_\_.  
 a. Night      b. Nobody      c. Place      d. Clean
63. Give the Antonym of Blurred  
 a. Clouded      b. Tied      c. Less clear      d. Unclouded

**VII Fill in the Blanks with appropriate option given below**

[ (a) late (b) punctual (c) friend (d) best]

64. Gandhiji was a \_\_\_\_\_ person.  
 a.      b.      c.      d.
65. Once, a leader was \_\_\_\_\_ by 45 minutes for a meeting.  
 a.      b.      c.      d.
66. Gandhiji said that our \_\_\_\_\_ has come 45 minutes late  
 a.      b.      c.      d.

**Part 4**  
General Knowledge

(14)

VIII Select the Right Answer

67. Rain in the summer: H.W. Longfellow:: Storm: \_\_\_\_\_

- a. Karan Singh                      b. John Drinkwater  
c. Bertha A. Backus                d. T. S. Eliot

68. The Royal Joke is written by

- a. Rabindranath Tagore    b. Brooke Mueller  
c. Douglas Malloch        d. Khushwant Singh

69. The poem, "Stopping by Woods on a Snowy Evening", is written by \_\_\_\_\_.

- a. Brooke Mueller    b. William Wordsworth  
c. P. B. Shelley        d. Robert Frost

70. A pin has a head but has no \_\_\_\_\_

- a. Leg                                  b. Stomach  
c. Hair                                 d. Body

IX. Tick the odd one out from each group of words given below:

71. a. Feelings      b. Emotions    c. Sentiments      d. Passion      e. Overwhelm

72. a. Tough        b. Harsh        c. Hard              d. Robust        e. Rough

73. a. Agreement    b. Cooperation    c. Compromise    d. Conciliation    e. Adjustment

74. a. less            b. or              c. ness              d. ment            e er

75. a. Fertile        b. Rich            c. Productive      d. Barren        e. Lush

76. a. Cut            b. But            c. Put                d. Hut            e. Rut

77. a. Goods        b. Polished      c. Temperature    d. Heat            e. Information

78. a. Promptly     b. Instantly     c. Fleetingly      d. Hurriedly     e. Immediately

79. a. Mueller      b. Flyman        c. Drinkwater      d. Frost            e. Tolstoy

80. a. Guards        b. Clerks        c. Reception counter    d. Blackboard    e. Manager

Part 5

X. Subjective type Questions

81. Write a paragraph (about 12-15 sentences) on the following picture. (5)



82. Write a letter to the Chief Minister requesting him to inaugurate your school function (5)

83. Write in 100 -150 words why you wanted to become a teacher? (10)

शिक्षा वृद्धि सर्वेक्षण  
हिन्दी भाषा

समय: १ घन्टा ३० मिनट

पूर्णांक : १००

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सूचना

- १) इस मूल्यांकन में ८३ प्रश्न हैं .
- २) प्रश्न १ से ८० एक अंक के हैं, प्रश्न ८१ और ८२-५ अंक के हैं और प्रश्न ८३ - १० अंक का है.
- ३) प्रश्न १ से ८० बहुविकल्प प्रकार के हैं और प्रश्न ८१ से ८३ विस्तार में लिखने हैं. बहुविकल्प प्रकार के प्रश्नों में दिये गये विकल्पों में से एक ही विकल्प सही उत्तर है. OMR Sheet पर योग्य स्थल पर अपना उत्तर सही विकल्प के सामने दिये गये गोले को काला करके सूचित करें.
- ४) मूल्यांकन पत्र के उपरी भाग पर दाई ओर मूल्यांकनपत्र का सेट नंबर दिया गया है. उम्मेदवार इस नंबर को अपने OMR Sheet पर दिखाए गये स्थान पर निश्चित  से संख्या एवं गोले को काला करके पुरी सफाई से लिख लें.
- ५) OMR Sheet पर लिखे गये मूल्यांकनपत्र का सेट नंबर तथा आपको दिये गये मूल्यांकनपत्र का नंबर समान होना जरूरी है. किसी भी प्रकार का अंतर पाने पर तुरंत खंड निरीक्षक को सूचित करके OMR Sheet अथवा मूल्यांकनपत्र अथवा दोनों ही बदल देने के लिए कहे जिससे आपके पास दोनों सेट एक ही नंबर के हों.
- ६) उम्मेदवार को अपने मूल्यांकनपत्र का सेट नंबर उपस्थिति पत्रक में ठीक जगह पर लिखना होगा .
- ७) OMR Sheet पर विगत लिखने के लिए एवं अपने उत्तर लिखने के लिए सिर्फ काली बोलपोइन्ट पेन का उपयोग करें .
- ८) OMR Sheet पर “व्हाइट फ्लुइड” या करेकशन स्याही के उपयोग की अनुमति नहीं है.

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उद्देश्य:

- हिन्दी व्याकरण की समझ का मूल्यांकन
- हिन्दी शब्दावली के स्तर की जांच
- हिन्दी भाषा के उपयोग की शुद्धता का आकलन

प्र १ . अव्ययीभाव समास पहचानिए

- अ . पथभ्रष्ट
- ब . पाप पुण्य
- क . प्रतिदिन
- ड . नीलकमल

प्र २ . बहुव्रीहि समास पहचानिए

- अ . अष्टभुजी
- ब . प्रतिमाह
- क . यथारूचि
- ड . राहर्षर्च

प्र ३ . कर्म तत्पुरुष समास पहचानिए

- अ . आजन्म
- ब . शांतिदूत
- क . गृहागत
- ड . महात्मा

प्र ४ . जिस सामासिक शब्द का उत्तर पद प्रधान हो तथा पूर्वपद एवं उत्तर पद में विशेषण विशेष अथवा उपमान उपमेय का संबंध हो, वह कौनसा समास है

- अ . द्वन्द्व समास
- ब . कर्मधारय समास
- क . बहुव्रीहि समास
- ड . अव्ययीभाव समास

प्र ५ . दों स्वरों के मेल से उत्पन्न विकार अथवा रूप परिवर्तन को \_\_\_\_\_ कहते है

- ह्य२४हृदीर्घ संधि
- ब . व्यंजन संधि
- क . विसर्ग संधि
- ड . स्वर संधि

प्र ६ . आकृष्ट □ आकृष् + त् :: आच्छादन □ \_\_\_\_\_

- अ . अम + छादन
- ब . आच्छा + दन
- क . आच्छाद + न
- ड . आ + छादन

प्र ७ . दुर्ग = दुः + ग :: देवेन्द्र = \_\_\_\_\_

- अ . देव + इन्द्र
- ब . दे + वेन्द्र
- क . देः + वन्द्र
- ड . देव + एन्द्र

प्र ८ . स्त्रीलिंग :: कोणी :: पुलिंग \_\_\_\_\_

- अ . दही
- ब . सीटी
- क . विजली
- ड . सीढ़ी

प्र ९ . लड़का = लड़कपन :: शत्रु \_\_\_\_\_

- अ . शत्रुपन
- ब . शत्रुता
- क . शत्रुत्व
- ड . शत्रूता

प्र १० . मीठा = मिठास :: चालाक = \_\_\_\_\_

- अ . चालाकी
- ब . चालाकपन
- क . चालत्व
- ड . चालाकि

प्र ११ . परमाणु = \_\_\_\_\_ :: नीलकमल = नीला कमल

- अ . परमा अणु
- ब . परम अणु



- क. पराम आणु
- ड. पारा माणू

प्र १२ . प्रेरणा का विशेषण

- १९ . प्रेरणायुक्त
- ब . प्रेरित
- क . प्रेरणासहित
- ड . प्रेरीत

प्र १३ . क्रियाविशेषण बताइए “प्रियांशु और श्रेया को धीरे-धीरे काम पर जाना होता है”

- ए . स्थानवाचाक िशेषण
- ब . रीतिवाचाक िशेषण
- क . कालवाचक िशेषण
- ड . व्यक्तिवाचक िशेषण

प्र १४ . नौकर से घर की सफाई कारवाओ

- २४ . अकर्मक िशेषण
- ब . द्विकर्मक िशेषण
- क . प्रेरणार्थक
- ड . गत्यर्थक

प्र १५ . गीतांजली का संधि-विच्छेद किजीए

- १६ . गीत + अंजली
- ब . गीता + जली
- क . गी + तांजली
- ड . गित + अंजली

प्र . १६ . निन्दक : निन्द + अक :: महोत्सव : \_\_\_\_\_ □

- अ . महा + उत्सव
- ब . महा + ओत्सव
- क . महो + उत्सव
- ड . माह + उत्सव

प्र १७ . अनिवार्य का विलोम शब्द दीजिए

ह्यफह वैकल्पिक

ब . उपेक्ष

क . विराग

ड . वीराग

प्र १८ . इनमे से कौनसा ियाविशेषण का मुख्य प्रकार नहीं है

४८ . कालवाचक

ब . कर्मवाचक

२५ . स्थानवाचक

ड . करणवाचक

प्र १९ . अन्त का विलोम शब्द \_\_\_\_\_ है

अ . अग्रज

ब . अनादर

२९ . आदी

ड . आदि

प्र २० . लोकोक्ति  \_\_\_\_\_

अ . लोक + उक्ति

ब . लओ + कउक्ति

क . लोकउ + त्ति

ड . लुक + त्ति

भाग - २  
शब्दावली

(20)

प्र २१ . निर्ममता का शब्दार्थ दीजिए

अ . रेगिस्तान

ब . मुख्य आधार

क . ता

ड . कोमलता

प्र २२ . कृष्ण का शब्दार्थ \_\_\_\_\_ है

- ३१ . पातक
- ब . आधार
- २१ . रूदन
- ड . रोदन

प्र २३ . पारंगत का शब्दार्थ \_\_\_\_\_ है

- २६ . स्वतंत्र
- ब . प्रवीण
- क . भोला
- ड . चतुर

प्र २४ . 'पोखर' का शब्दार्थ दीजिए

- अ . चप्पल
- ब . तोता
- २० . कच्चा तालाब
- ड . वाव

प्र २५ . अभय का युग्म शब्द दीजिए

- अ . सभय
- ब . भौंरा
- क . आरंभ
- ड . निर्भय

प्र २६ . नीड़ का युग्म शब्द दीजिए

- अ . दूसरा
- ब . सखी
- ३८ . घोंसला
- ड . चीड़

प्र २७ . चरितार्थ का पर्यायवाची दीजिए

- अ . सिद्ध
- ब . दुग्ध

- क. अधम
- ड. चरित्र

प्र २८ . सही शब्द बताएँ

- १. बुढिया
- ब. बुढिया
- क. बुडिया
- ड. बूडीया

प्र २९ . जो कानून के विरुद्ध हो

- अ. अक्षम्य
- ब. असह्य
- क. अवैध
- ड. सवैध

प्र ३० . आकाश में विचरने वाला

- अ. नभचर
- ब. निर्मोही
- क. निर्धन
- ड. थलचर

प्र ३१ अभात : नियति :: अविन : \_\_\_\_\_

- अ. अम्बर
- ब. विनाश
- ३५. अंधकार
- ड. प्रारंभ

प्र ३२ . अंश : भाग :: कूल : \_\_\_\_\_

- अ. घर
- ब. किनारा
- १. अंधकार
- ड. पुल

प्र ३३ . इन्द्र ः देवराज ः गणेश ः

- अ . लंबोदर
- ब . गिरीश
- ॠ . हर
- ड . हरी

प्र ३४ . सुलभ = दुर्लभ ः सामान्य = \_\_\_\_\_

- अ . सुगम
- ब . विशिष्ट
- क . प्रात्यक्ष
- ड . प्रत्यक्ष

प्र ३५ . प्रशन ः प्रश्न ः सम्रद ः \_\_\_\_\_ ?

- अ . समृद्ध
- ब . सम्रिध
- क . समरध
- ड . समृद्ध

प्र ३६ . हिमालय = हिम + आलय ः दीपावली \_\_\_\_\_

- अ . दीपा +वली
- ब . दीप +आवली
- क . दीप +अवली
- ड . दिप +आवली

प्र ३७ . Account ः खाता ः Bearer ः \_\_\_\_\_

- ३७ . वाहक
- ब . नकाट
- २ॢ . न्यासी
- ड . पहनावा

प्र ३ॢ . Agreement = अनुबंध ः Partnership = \_\_\_\_\_

- १० . मित्र
- ब . एकमुश्त

- क. आयात
- ड. साझा

प्र ३९ . Density = घनत्व :: Bankruptcy = \_\_\_\_\_

- अ. दिवाली
- ब. दिवाला
- क. दिवार
- ड. झोपड़ी

प्र ४० . Honorarium = \_\_\_\_\_ ?

- अ. अनुदान
- ब. मान्देय
- ४४. वैधता
- ड. अन्नदाता

**भाग - ३**  
**भाषा का ज्ञान**

**(20)**

प्र ४१ . कलेजा दो टूक करना

- अ. भीख माँगना
- ब. अत्यन्त व्यथित होना
- क. दुःख सहना
- ड. रो देना

प्र ४२ . कहावत पूरी करें : स्वामी होनो सहज है, \_\_\_\_\_ होनो दास

- अ. दुर्लभ
- ब. उदास
- क. खुश
- ड. नाराज़

प्र ४३ . फव्वियों कसने का अर्थ है

- ए. हार जाना
- ब. भाग जाना
- क. डर जाना

ड . ताना मारना

प्र ४४ . “सुधीर हँसता है. सुधीर पढ़ता भी है” सरल वाक्य पहचानिए

- अ . सुधीर हँसते ही भागा.
- ब . सुधीर हँसता है .
- क . सुधीर हँसता है और पढ़ता भी है.
- ड . सुधीर हँसते हुए पढ़ता है .

प्र ४५ . “सभा समाप्त हुई, सब लोग चले गए” संयुक्त वाक्य पहचानिए

- अ . सभा समाप्त होते ही लोग चले गए .
- ब . जैसे ही सभा समाप्त हुई वैसे ही लोग चले गए .
- ४६ . सभा समाप्त हुई और लोग चले .
- ड . साभा समाप्ती पर लोग चले गए.

प्र ४६ . “शेर दिखाई दिया, सब लोग डर गए” मिश्रित वाक्य पहचानिए

- अ . शेर दिखाई देने पर सब लोग डर गए
- ब . जैसे ही शेर दिखाई दिया वैसे ही सब लोग डर गए
- क . शेर दिखाई दिया और सब लोग डर गए
- ड . शेर दिखा तब सब डरे

प्र ४७ . पढ़ते या बोलते समय जिस स्थान पर थोड़ी बहुत देर ठहरना हा०, वहा□ का प्रयोग होता है

- ४३ . अल्प विराम
- ब . पूर्ण विराम
- ११ . विसर्ग
- ड . हलन्त

प्र ४८ . निम्नलिखित में से, \_\_\_\_\_ का प्रयोग किसी के द्वारा कहे गए कथन आदि को उद्धृत

करते समय किया जाता है.

- अ . इकहरा उद्धरण चिन्ह
- ब . अर्ध विराम
- ३२ . दोहरा उद्धरण चिन्ह

ड . दुहरा उद्धरण चिन्ह

प्र ४९ . हृदय धक-धक करना : घबराना :: गला घोंटना : \_\_\_\_\_

अ . सांस रोकना

ब . घबराना

३० . जान से मार डालना

ड . जबरदस्ती करना

प्र ५० . पूरा करें - आकाश \_\_\_\_\_ एक करना.

अ . धरती

ब . पाताल

क . आसमान

ड . बादल

प्र ५१ . निम्नलिखित में कौनसा शब्द अशुद्ध है :

अ . सन्यास

ब . मग्न

३६ . हथगोला

ड . विधि

प्र ५२ . बिना लाग का : बेलाग :: शक्ति के अनुसार : \_\_\_\_\_ ?

अ . याथाशक्ति

ब . शक्तिअनुसार

क . शक्तिसहित

ड . शक्तीसहित

निम्नलिखित वाक्यों को पढ़कर उसके प्रकार बताइए :

प्र ५३ . मेरा गधापन था, कि घर से भागा.

अ . सरल वाक्य

ब . सरल वाक्य में मिश्रवाक्य

२३ . मिश्र वाक्य

ड . सरल वाक्य में संयुक्त वाक्य



प्र ५४ .आप चिन्ता न करों

- अ . संयुक्त वाक्य में सरल वाक्य
- ब . सरल वाक्य में संयुक्त वाक्य
- क . संयुक्त वाक्य
- ड . संमिश्रवाक्य

प्र ५५ .अपना राज्य समझता कौन है ?

- अ . संयुक्त वाक्य
- ब . सरल वाक्य
- क . सरल वाक्य में मिश्रवाक्य
- ड . सरल वाक्य में संयुक्त

प्र ५६ इनमें से कौन सा वाक्य सही है.

- अ . राष्ट्र का तीसरा अंग जन की संस्कृति है
- ब . राष्ट्र की तीसरी अंग जन की संस्कृति है
- ३९ . राष्ट्र का तीसरा अंग जन का संस्कृति है
- ड . राष्ट्र मे तीसरे अंग जन का संस्कृति है

प्र ५७ . काला अक्षर \_\_\_\_\_ बराबर .

- अ . कौआ
- ब . कुत्ता
- क . भैंस
- ड . गाय

प्र ५८ .जो बात कही न जा सके

- अ . अनंत
- ब . अकथनीय
- ५१ . अनाथ
- ड . असहकीय

प्र ५९ .कृत्रिम का विलोम शब्द \_\_\_\_\_ है .

- अ . स्वाभाविक
- ब . यथार्थ

- १७ . साहसी  
ड . पुराना

प्र ६० . इनमें से तत्पुरुष समास का सही भेद कौनसा है?

- अ . अव्ययीभाव  
ब . कर्मधारय  
क . बहुव्रीहि  
ड . द्वन्द्व

प्र ६१ . बिना अर्थ के = व्यर्थ :: विधि के अनुसार = \_\_\_\_\_ ?

- अ . यथाविधि  
ब . यथासंभव  
क . आजन्म  
ड . अजन्म

प्र ६२ . \_\_\_\_\_ का अर्थ है संक्षेप

- अ . संधि  
ब . िञ्जि  
२३ . समास  
ड . संधी

प्र ६३ . दुर्घटना के बाद कुछ लोगों को \_\_\_\_\_ के लिए ले जाना पड़ा

- अ . शल्यिञ्जि  
ब . भोजन  
क . शिक्षा  
ड . पढ़ने

प्र ६४ . वह परीक्षा में अच्छे अंको से \_\_\_\_\_ हुआ

- अ . पास  
ब . उत्तीर्ण  
क . फेल  
ड . दूर

भाग - ४  
सामान्य ज्ञान

(16)

प्र ६५ . गौरा गाय = महादेवी वर्मा = एक पाठन के खेमें में = \_\_\_\_\_

- अ . योगराज थानी
- ब . घोद राही
- क . डाकुमारपल देसाई
- ड . प्रेमचन्द्र

प्र ६६ . “निर्मम कुम्हार की थापी से . . . किन्तु, फिर भी तो नहीं मिटी” क्या नहीं मिटी?

- अ . ईटा
- ब . रेती
- क . मिट्टी
- ड . पत्थर

प्र ६७ . पूरा करें - रथ का टूटा \_\_\_\_\_ हूँ

- अ . चाबुक
- ब . पहिया
- क . घोड़ा
- ड . खीला

प्र ६८ . आत्म शिक्षण = जैनेन्द्रनाथ शर्मा :: मेहनतकश इंसान =

- अ . रामदरश मिश्र
- ब . हरिवंश राय
- क . कैलाश वाजपाई
- ड . मदन मोहन परिहार

प्र ६९ . मानिए तो देवता नहीं तो

- अ . पूजा
- ब . पत्थर
- क . मंदिर
- ड . मूर्ति

प्र ७० . ममता = जयशंकर प्रसाद :: हार की जीत = \_\_\_\_\_

- अ . सुदर्शन
- ब . वेद राही
- क . प्रेमचंद
- ड . महादेवी वर्मा

निम्नलिखित में से भिन्न विकल्प को चिन्हित करें.

- प्र ७१ . अ .तुलसीदास      ब .सूरदास      क .बिहारी      ड .सुमित्रानन्दनपंत      इ . यशपाल
- प्र ७२ . अ .शांति      ब .आदि      क .नीति      ड .पुष्टि      इ .रात्री
- प्र ७३ . अ .देहक      ब .दैनिक      क .सेना      ड .फैंकना      इ .ऋषि
- प्र ७४ . अ .तालाब      ब .जलाशय      क .सरोवर      ड .पुष्कर      इ .सरि
- प्र ७५ . अ .चन्द्रगुप्त      ब .स्कंदगुप्त      क .अजातशत्रु      ड .अरण्या      इ .नागयज्ञ
- प्र ७६ . अ .गोबर का रूख      ब . मुण्डन      क . गोदान      ड .निर्मला      इ .सुजान सगत
- प्र ७७ . अ . प्रश्नवाचक      ब . आज्ञार्थक      क . निषेधात्मक      ड . संकेतवाचक      इ . कालवाचक
- प्र ७८ . अ .स्रोत      ब . विधानवाचक      क .अर्थ      ड . प्रयोग      इ .रचना
- प्र ७९ . अ . निरोग      ब . जलोर्मि      क . सदैव      ड .व्यर्थ      इ .तथापी
- प्र ८० . अ . कान्ता      ब . रमणी      क .चारु      ड . वनिता      इ .नारी

### भाग ५

प्र .८१ . नीचे दिए गए चित्र पर ८ - १० वाक्यो का अनुच्छेद लिखिए . (5)



प्र ८२ . गुजारात के मुख्यमंत्री को अपने विद्यालय के उद्घाटन पर आमन्त्रित करते हुए पत्र लिखिए .

(5)

प्र ८३ . जयन्त नालीकर व प्रेमचन्द्र के लेखों की तुलना १०० - १५० शब्दों में लिखिए . (10)

## શિક્ષા વૃદ્ધિ સર્વેક્ષણ ગુજરાતી ભાષા

સમય : ૧ કલાક ૩૦ મિનિટ

કુલ ગુણ : ૧૦૦

### સૂચના

- ૧) આ કસોટીમાં કુલ ૮૩ પ્રશ્નો છે.
- ૨) પ્રશ્નો ૧ થી ૮૦ એક ગુણના છે, પ્રશ્નો ૮૧ અને ૮૨ —૫ ગુણના છે , અને પ્રશ્ન ૮૩ — ૧૦ ગુણનો છે.
- ૩) પ્રશ્નો ૧ થી ૮૦ બહુવિકલ્પ પ્રકારના છે અને પ્રશ્ન ૮૧ થી ૮૩ વિસ્તાર પુસ્તક લખવાના રહેશે. બહુવિકલ્પ પ્રકારના પ્રશ્નોમા આપેલા વિકલ્પોમાંથી એક જ વિકલ્પ સાચો જવાબ છે. OMR Sheet ઉપર યોગ્ય સ્થળે તમારો ઉત્તર સાચા વિકલ્પની સામેના વર્તુળને ઘટ્ટ કરીને નોંધવા વિનંતી છે.
- ૪) મૂલ્યાંકનપત્રના મથાળે જમણી બાજુ ખાનામાં મૂલ્યાંકનપત્રના સેટનો નંબર લખવામાં આવ્યો છે. ઉમેદવારોએ આ નંબર OMR Sheet ઉપર દર્શાવવામાં આવેલી જગ્યાએ ચીવટપૂર્વક આંકડામાં તેમજ વર્તુળને ઘટ્ટ બનાવીને લખવાનો છે.
- ૫) OMR Sheet ઉપર લખવામાં આવેલો મૂલ્યાંકનપત્રનો સેટ નંબર અને મૂલ્યાંકનપત્ર ઉપર લખેલો નંબર સમાન હોય તેની ખાત્રી કરી લેશો. આમાં વિસંગતતા હોય તો ખંડ નિરીક્ષકને તરત જ જાણ કરી OMR Sheet અથવા મૂલ્યાંકનપત્ર અથવા બંને બદલી આપવા માટે જણાવશો જેથી બંને સેટ એકજ નંબરના હોય.
- ૬) ઉમેદવારે તેને આપવામાં આવેલા મૂલ્યાંકનપત્રનો સેટ નંબર હાજરીપત્રકમાં નિયત સ્થળે લખવાનો છે.
- ૭) OMR Sheet ઉપર વિગતો લખવા માટે તેમજ જવાબો નોંધવા માટે કાળી બોલપોઈન્ટ પેનનો જ ઉપયોગ કરશો .
- ૮) OMR Sheet ઉપર “વ્હાઈટ ફ્લૂઈડ” કે કરેક્શન શાહીનો ઉપયોગ કરવાની છૂટ નથી.

### ઉદ્દેશ્યો :

- ગુજરાતી વ્યાકરણ ની સમજ ચકાસવા માટે
- ગુજરાતી શબ્દાવલીની ચકાસણી કરવા માટે

૧. નીચેનામાંથી કઈ સંધિ સાચી નથી ?
- અ. સદૈવ સદા+એવ  
બ. યોગેશ યોગ+ઇશ  
ક. ચતુર્ઘાત ચતુર્+ઘાત  
ડ. રાજેન્દ્ર રાજે + અન્દ્ર
૨. નીચેનામાંથી 'રવીન્દ્ર' ની કંઈ સંધિ યોગ્ય રીતે છોડેલી છે ?
- અ. રવી+ઇન્દ્ર  
બ. રવિ+ઇન્દ્ર  
ક. રાવ+ઇન્દ્ર  
ડ. રેવ+ ઇન્દ્ર
૩. "ગીતા સરસ ગાય છે, રમિલા કેરી ખાય છે" આમાં કતો કોણ છે ?
- અ. ગીતા  
બ. રમિલા  
ક. રમિલા અને ગીતા  
ડ. ત્રણેમાંથી એકે નહીં
૪. નીચેનામાંથી કયો સમાસ દ્વન્દ્વ છે ?
- અ. લાલપીળું  
બ. ગર્ભશ્રીમંત  
ક. ઘોડાગાડી  
ડ. બળદગાડું
૫. નીચેનામાંથી કઈ સંજ્ઞા હંમેશા બહુવચનમાં જ વપરાય છે ?
- અ. વાલ  
બ. ડબ્બો  
ક. ચમચો  
ડ. ચમચી

૬. નીચેનામાંથી કયું સહાયકારક ક્રિયાપદ વર્તમાનકાળનો અર્થ બતાવે છે

- અ. આવી હશે
- બ. આવી છે
- ક. આવી હતી
- ડ. ઉપરના ત્રણે

૭. નીચે આપેલ નામોમાંથી કયું શબ્દ સ્ત્રીલીંગ નથી ?

- અ. ફિક્કર
- બ. માંદગી
- ક. દિવસ
- ડ. રાત્રિ

૮. એમ અવળે મોઢે કેમ બેઠા ? તેમાં વિશેષણનો પ્રકાર કયો છે ?

- અ. પ્રેરકવાચક
- બ. પરિણામવાચક
- ક. કર્તૃવાચક
- ડ. પ્રકારવાચક

૯. નીચેનામાંથી સાચુ લીંગ પરિવર્તન શોધો

- અ. શાહુકાર-શાહુકારી
- બ. સાસુ-સસરા
- ક. ઢોંગ-ઢોંગી
- ડ. હોંશીયાર - હોંશીયારી

૧૦. મહુડા ઓછાબોલા પણ કામના માણસ જેવા છે. એ \_\_\_\_\_ અલંકાર છે

- અ. વ્યતિરેક
- બ. ઉપમા
- ક. અનન્વય
- ડ. સજ્જવારોપણ

૧૧. નીચેમાંથી કયું વાક્ય પ્રેરકવાક્ય છે ?

- અ. ચકુ ઓટલા ઉપર દફતર મુકાવે છે.
- બ. ચકુ ઓટલા ઉપર દફતર મૂકતી હતી.



ક. ચક્રુ ઓટલા ઉપર દફતર મૂકશે.  
ડ. ઉપરના ત્રણો

૧૨. કાળા કરમનો કાળો મોહન, કાળું એનું નામ. એ કયો અલંકાર છે ?

અ. ઉપમા  
બ. ઉત્પ્રેક્ષા  
ક. ઉપમેય  
ડ. વર્ણસગાઇ

૧૩. ઇન્દિરા વાળ ગૂંથે છે એ કયું વાક્ય છે ?

અ. પ્રેરકવાક્ય  
બ. કર્મણિવાક્ય  
ક. પ્રશ્ન વાક્ય  
ડ. કર્તરિવાક્ય

૧૪. “મેં અડધી મિનિટ સમાધી કરી”. તે \_\_\_\_\_ કાળ છે.

અ. ચાલુ ભૂતકાળ  
બ. ભવિષ્યકાળ  
ક. ભૂતકાળ  
ડ. ધાર્તમાનકાળ

૧૫. નીચેનામાંથી કઈ જોડણી સાચી છે ?

અ. ડૂંગર  
બ. ડુંગર  
ક. ડુગર  
ડ. ડૂગંર

૧૬. નીચેનામાંથી ભાવવાચક સંજ્ઞા \_\_\_\_\_ છે.

અ. આંસુ  
બ. મોહું  
ક. મીઠાશ  
ડ. આંખ

૧૭. “આ ખેલમાં કેવળ બચપણનો જ આનંદ છે એમ નથી” - વાક્યમાં સાચા પ્રત્યયો દર્શાવો.

- અ. માં, ઓ
- બ. માં , એ
- ક. માં, શૂન્ય પ્રત્યય
- ડ. માં, નો

૧૮. નીચે આપેલ નામોમાંથી કયું નામ નપુંસકલિંગ નથી

- અ. ધરતી
- બ. પંખી
- ક. ભોજન
- ડ. આકાશ

૧૯. નીચે આપેલા શબ્દોમાંથી પૂર્વ-પ્રત્યય દર્શાવતો શબ્દ \_\_\_\_\_ છે

- અ. અલ્પતા
- બ. ઊંડાણ
- ક. સદ્ભાગ્ય
- ડ. આલ્પાત

૨૦. “નાનપણમાં ગુજરાત આવવું જવું ચાલતું રહ્યું” રેખાંકિત શબ્દનો કૃદંતનો પ્રકાર કહો

- અ. વિધ્યર્થ કૃદંત
- બ. ભૂતકૃદંત
- ક. ભવિષ્ય કૃદંત
- ડ. ત્રણોમાંથી એકે નહીં

ભાગ ૨  
શબ્દકોશ

(૨૦)

૨૧. “ઓતર” શબ્દનો અર્થ \_\_\_\_\_ છે.

- અ. ઓલવું
- બ. વાગવું
- ક. સળગવું
- ડ. ઉત્તર

૨૨. નીચેનામાંથી કયો શબ્દ અંધકારનો વિરોધી છે ?

- અ. યુતિ
- બ. પ્રકાશ
- ક. તમસ
- ડ. રાત્રી

૨૩. કુટિલતા એટલે ?

- અ. કાળાશ
- બ. કપટ
- ક. હેત
- ડ. સ્નેહ

૨૪. 'આદર' શબ્દનો વિરોધી \_\_\_\_\_ છે

- અ. સમ્માન
- બ. સ્વાગત
- ક. પ્રેમ
- ડ. તિરસ્કાર

૨૫. દેવાદારનો સમાનાર્થી શબ્દ \_\_\_\_\_ છે.

- અ. દેવુ
- બ. દેવના દીધેલ
- ક. કરજદાર
- ડ. દેવ અવતાર

૨૬. નીચે આપેલા શબ્દો પૈકી પર-પ્રત્યય દર્શાવતો ન હોય એવો શબ્દ કયો છે

- અ. બેઅદબ
- બ. નાશાવટી
- ક. દીવાનનુ
- ડ. આબરુદાર

૨૭. નિયમનો સાચો પર્યાય શબ્દ કયો છે

- અ. ઠરાવ
- બ. યમદૂત
- ક. નીતિ
- ડ. કાયદો, ધારો

૨૮. નાનપણનો સમાનાર્થી શબ્દ \_\_\_\_\_ છે

- અ. નાના
- બ. કિશોર
- ક. બાળક
- ડ. શૈશવ

૨૯. દેવોની નદી શબ્દસમૂહ માટે એક શબ્દ આપો

- અ. અસુરસરિતા
- બ. સુરસરિતા
- ક. યમુના
- ડ. નર્મદા

૩૦. એકરાર એ નીચે આપેલા શબ્દનો વિરોધી છે

- અ. જીવન
- બ. અશાંત
- ક. ઇન્કાર
- ડ. શાંતિ

૩૧. દ્રવી ઊઠવુંનો અર્થ \_\_\_\_\_ છે

- અ. પાયમાલ થવું
- બ. પીગળી જવું
- ક. સાંખી લેવું
- ડ. ગુસ્સે થઈવું

૩૨. ભાગ્યનું નિમાર્ણ કરનાર શબ્દ સમૂહ માટે એક શબ્દ શોધો

- અ. વિધિવિધાન
- બ. શિલ્પી
- ક. નસીબદાર
- ડ. ભાગ્યવિધાતા

૩૩. સંધિનો સમાનાર્થી શબ્દ \_\_\_\_\_ છે

- અ. સુલેહ
- બ. સંતોષ
- ક. વિગ્રહ
- ડ. રોષ

૩૪. મેજબાન શબ્દનું શિષ્ટ રૂપ \_\_\_\_\_ છે

- અ. મિજબાની
- બ. મહેમાન
- ક. યજમાન
- ડ. પ્રવાસી

૩૫. નીચે આપેલા વિશેષણોમાંથી સ્ત્રી માટે કયું વિશેષણ સાચું નથી

- અ. પ્રોષિતભર્તૃકા
- બ. સધુર
- ક. સૌભાગ્યવતી
- ડ. ત્રણો

૩૬. ‘મેણું’ શબ્દનું સાચું શિષ્ટરૂપ નીચેમાંથી કયું છે

- અ. મીણ
- બ. મેલુ
- ક. મણ
- ડ. મહેણું

૩૭. લાભાલાભ = લાભ + અલાભ :: ઉડૂડયન = \_\_\_\_\_

- અ. ઉડ + ડયન
- બ. ઉત્ + ડયન
- ક. ઉત્ + ડૂયન
- ડ. ઉત્ + ડયન્

૩૮. સાચો શબ્દ કયો છે ?

- અ. વૃદ્ધાવસ્થા
- બ. ત્રિદ્ધાવસ્થા
- ક. વૃદ્ધાવસ્થા
- ડ. વુધ્ધાવસ્થા

૩૯. ઉલ્લાસ : આનંદ :: નિરવધિ : \_\_\_\_\_

- અ. નિમિત્ત
- બ. અપાર

- ક. નિર્માલ્ય
- ડ. નિર્માણ

૪૦. ઠિઠિયાઠોરી
- અ. મજાક-મશ્કરી
  - બ. હાસ્ય
  - ક. દુઃખ
  - ડ. સુખ

**ભાગ ૩**  
**ભાષાનુ જ્ઞાન**

(૨૦)

૪૧. આપેલા વાક્યને અર્થપૂર્ણ બનાવવા કયો અનુગ વાપરી શકાય “શિક્ષકે વિદ્યાર્થી સજા કરી”
- અ. એ
  - બ. ને
  - ક. થી
  - ડ. તે
૪૨. ‘મારો હાથ દુઃખે છે’ નીચેનામાંથી કયું વાક્ય આ વાક્યનું બહુવચન છે
- અ. મારા હાથ દુઃખે છે
  - બ. મારા હાથો દુઃખે છે
  - ક. મારા હાથ દુઃખો છે
  - ડ. મારો હાથ દુખ્યો છે
૪૩. ભાઈ રે, આપણા દુઃખનું કેટલું જોર, રેખાંકિત શબ્દનો પ્રકાર કહો
- અ. સીમા વાચક
  - બ. અનુમતિદર્શક
  - ક. ભારવાચક
  - ડ. વિશેષવાચક
૪૪. મીડા આગળ એકડો માંડવો તેનો સાચો અર્થ \_\_\_\_\_ છે
- અ. ગણિતના દાખલા કરવા
  - બ. શૂન્યમાંથી સર્જન કરવું
  - ક. હિસાબ કરવો

૩. એકડાનું સર્જન કરવું

૪૫. ગજા વગરનું ગધેડું ને \_\_\_\_\_ ભાડું કહેવત પૂર્ણ કરો

- અ. તાકાત બહારનું
- બ. નબળું
- ક. વિરમગામનું
- ૩. પુષ્કળ

૪૬. ‘ગિલાભાય ! ભાવનગર જાવું જોહે’ આ વાક્યમાં કયો શબ્દ શિષ્ટ ભાષાનો છે

- અ. પહેલો
- બ. બીજો
- ક. ત્રીજો
- ૩. પહેલો અને ત્રીજો

૪૭. કમકમાં આવવાં રૂઢિપ્રયોગનો અર્થ \_\_\_\_\_ થાય

- અ. ધુજી ઊઠવું
- બ. રૂંવાડા ઊભા થવા
- ક. નફરત થવી
- ૩. પ્રેમ થવો

૪૮. ઉતાવળે \_\_\_\_\_ ન પાકે કહેવત પૂર્ણ કરો

- અ. ફળ
- બ. શાક
- ક. આંબા
- ૩. ઘાત

૪૯. “હળવાં ફૂલ થઈ જવું” નો અર્થ છે

- અ. હવામાં ઉડવું
- બ. વજન ઉતરી જવું
- ક. અતિશય ખુશ થઈ જવું
- ૩. ચિંતામુક્ત થઈ જવું

૫૦. વાક્ય ને વાંચતી વખતે , જે સ્થાને થોડી વાર રોકાવું હોય, ત્યાં \_ ના ઉપયોગ થાય છે

- અ. અલ્પ વિરામ
- બ. પૂર્ણ વિરામ
- ક. અર્ધ વિરામ
- ડ. સેમી અલ્પ વિરામ

૫૧. કાળો અક્ષર \_\_\_\_\_ બરાબર

- અ. કાગડા
- બ. કુતરા
- ક. ભેંસ
- ડ. ગધેડો

૫૨. જન્મથી પ્રાપ્ત થયેલું

- અ. આજન્મ
- બ. જન્મજાત
- ક. જન્મસહિત
- ડ. આજીવન

૫૩. આમાથી કયું વાક્ય સાચુ છે

- અ. રાષ્ટ્રનો ત્રીજો અંગ જન ની સંસ્કૃતિ છે
- બ. રાષ્ટ્રની ત્રીજો અંગ જન ની સંસ્કૃતિ છે
- ક. રાષ્ટ્રનો ત્રીજો અંગ જન નો સંસ્કૃતિ છે
- ડ. ઉપરના ત્રણે

૫૪. ઉમેરેલો : \_\_\_\_\_

- અ. મોટી ઉમરનો
- બ. ઉમર લાયક
- ક. ઉભરાયેલો
- ડ. ઉમેરો કરેલો

૫૫. “બા \_\_\_\_\_ કેવા અદ્ભુત પુરુષ છે \_\_\_\_\_”

- અ. !
- બ. ?
- ક. .
- ડ. ,



શબ્દસમૂહો માટે એક શબ્દ આપો

૫૬. ચોરાશી લખ જન્મના ફેરા

- અ. પ્રદક્ષિણા
- બ. લખચોરાશી
- ક. લાખજન્મ
- ડ. લખપતિ

૫૭. ઇચ્છા પ્રમાણે ફળ આપતું વૃક્ષ

- અ. કલ્પવૃક્ષ
- બ. બોધિવૃક્ષ
- ક. આમ્રવૃક્ષ
- ડ. રામવૃક્ષ

૫૮. “દેવ જાગી જવા” નો અર્થ છે

- અ. દેવ ઉઠી જવા
- બ. નસીબ ખૂલી જવું
- ક. બન્ને માથી એકે નહી
- ડ. ત્રણેમાંથી એકે નહી

૫૯. નીચે દર્શાવેલ વાક્યો માથી કયું વાક્ય સાચું છે

- અ. એમણે શાં કામ કર્યા એ આપણા ધ્યાન બહાર નથી
- બ. એમણે શું કામ કર્યા એ આપણા ધ્યાન બહાર નથી
- ક. એમણે શો કામ કર્યા એ આપણા ધ્યાન બહાર નથી
- ડ. એમણે સો કામ કર્યા એ આપણી ધ્યાન બહાર નથી

૬૦. ઉષ્ણતા નો વિરોધી શબ્દ આપો

- અ. ઉષ્મા
- બ. અજ્ઞાનતા
- ક. શીતળતા
- ડ. છાંયડો

૬૧. 'હિમાલયનો પ્રવાસ' આ પુસ્તક કોને લખ્યું છે ?

- અ. નર્મદ
- બ. કાકા કાલેલકર
- ક. પુરુરાજ
- ડ. મણિલાલ પટેલ

૬૨. 'આ કાંઠે તરસ' નામની નવલકથા કોને લખી છે ?

- અ. દિલીપ રાણાપુરા
- બ. રસિક દવે
- ક. મીરાંબાઈ
- ડ. જયંત પાઠક

૬૩. 'ચીસ' કાવ્યગ્રંથ કોણે લખ્યું છે ?

- અ. મનસુખલાલ
- બ. ઝીણાભાઈ
- ક. પ્રવિણ દરજી
- ડ. રમણભાઈ નીલકંઠ

૬૪. ગૌરીશંકર ગોવર્ધનરામ જોષી કોનું મૂળ નામ છે ?

- અ. ધૂમકેતુ
- બ. દલપતરામ
- ક. પન્નાલાલ
- ડ. મનુભાઈ પંચોલી

૬૫. 'રાઈ નો પર્વત' નામનું નાટક કોને લખ્યું હતું ?

- અ. ઝવેરચંદ મેઘાણી
- બ. નીતા રામૈયા
- ક. અનિરુદ્ધ
- ડ. રમણભાઈ નીલકંઠ

૬૬. કવિ કલાપી પોતાને કોની સાથે સરખાવે છે ?

- અ. હંસ સાથે
- બ. શિકારી સાથે
- ક. ગાય સાથે
- ડ. બળદ સાથે

૬૭. 'નક્ષત્ર' કાવ્ય સંગ્રહ કયા લેખકનું છે ?

- અ. જ્યંતી ગોહેલ
- બ. ઉમાશંકર જોષી
- ક. પુરુરાજ જોષી
- ડ. રાજેન્દ્ર શાહ

૬૮. 'સંશયબીજ' નવલકથા કોની છે ?

- અ. ધીરુબેહન
- બ. રાઘવન
- ક. યુનીલાલ
- ડ. કનૈયાલાલ મુન્શી

૬૯. ગોવિંદો પ્રાણ અમારો રે : મીરાં બાઈ :: ઓ વ્રજનારી : \_\_\_\_\_

- અ. પ્રેમાનંદ
- બ. નરસીંહ મહેતા
- ક. પૂજાલાલ
- ડ. દયારામ

૭૦. નીચેનામાંથી કયું કાવ્યસંગ્રહ મણીલાલ પટેલે લખ્યું છે

- અ. અંધારું
- બ. કિલ્લો
- ક. સાતમી ઋતુ
- ડ. રઢિયાળી રાત

નીચે આપેલા શબ્દો માંથી અલગ તરિ આવતા શબ્દને પસન્દ કરો

- |               |          |           |           |          |
|---------------|----------|-----------|-----------|----------|
| ૭૧. અ. સમાપ્ત | બ. પૂર્ણ | ક. પૂરું  | ડ. ખતમ    | ઇ. સમીપ  |
| ૭૨. અ. ગોદ    | બ. ખોળો  | ક. ઉત્સંગ | ડ. ગોદડું | ઇ. પલાઠી |

૭૩. અ.હિમંત	બ. શક્તિ	ક. તાકાત	ડ. હિમાયત	ઇ. શૂરવીર
૭૪. અ.અંકુશ	બ. રાખવી રકાસ	ક. કાબૂ	ડ. નજર	ઇ.દાબ
૭૫. અ.નિર્મલ	બ. સ્વચ્છ	ક. સુઘડ	ડ. ચોખ્ખું	ઇ. સુમેળ
૭૬. અ.લડાઇ	બ. યુધ્ધ	ક. સંગ્રામ	ડ. મારામારી	ઇ.બડાઇ
૭૭. અ.સુહાગી	બ. સુભાગી	ક.સુખી	ડ. સૌભાગ્યવતી	ઇ.પવિત્ર
૭૮. અ.કાગડો	બ. કાગ	ક. કાકડો	ડ. વાયસ	ઇ.કાક
૭૯. અ. ખૂબ	બ. સુગંધ	ક. સૌરભ	ડ. સુવાસ	ઇ.ખૂશબૂ
૮૦. અ.ઉદ્વેગ	બ. સંતાપ	ક. ઉદાસ	ડ. ફિકર	ઇ.ચિંતા

ભાગ ૫

૮૧. નીચે આપેલ ચિત્ર પરથી આઠ થી દસ વાક્યો બનાવો (૫)



૮૨. તમારી સ્કૂલના ફંક્શનમાં મુખ્ય મંત્રીશ્રીને આમંત્રણ આપતો પત્ર લખો (૫)

૮૩. હોળીના તહેવાર વિશે ૧૦૦ થી ૧૫૦ શબ્દનો નિબંધ લખો (૧૦)

શિક્ષા વૃદ્ધિ સર્વેક્ષણ  
સંસ્કૃત ભાષા

સમય: ૧ કલાક ૩૦ મિનિટ

કુલ ગુણ : ૧૦૦

સૂચના

- ૧) આ કસોટીમાં કુલ ૮૩ પ્રશ્નો છે.
- ૨) પ્રશ્નો ૧ થી ૮૦ એક ગુણના છે, પ્રશ્નો ૮૧ અને ૮૨ -૫ ગુણના છે , અને પ્રશ્ન ૮૩ - ૧૦ ગુણનો છે.
- ૩) પ્રશ્નો ૧ થી ૮૦ બહુવિકલ્પ પ્રકારના છે અને પ્રશ્ન ૮૧ થી ૮૩ વિસ્તાર પુરવક લખવાના રહેશે. બહુવિકલ્પ પ્રકારના પ્રશ્નોમાં આપેલા વિકલ્પોમાંથી એક જ વિકલ્પ સાચો જવાબ છે. OMR Sheet ઉપર યોગ્ય સ્થળે તમારા ઉત્તર સાચા વિકલ્પની સામેના વર્તુળને ઘટ્ટ કરીને નોંધવા વિનંતી છે.
- ૪) મૂલ્યાંકનપત્રના મથાળે જમણી બાજુ ખાનામાં મૂલ્યાંકનપત્રના સેટનો નંબર લખવામાં આવ્યો છે. ઉમેદવારોએ આ નંબર OMR Sheet ઉપર દર્શાવવામાં આવેલી જગ્યાએ ચીવટપૂર્વક આંકડામાં તેમજ વર્તુળને ઘટ્ટ બનાવીને લખવાનો છે.
- ૫) OMR Sheet ઉપર લખવામાં આવેલો મૂલ્યાંકનપત્રનો સેટ નંબર અને મૂલ્યાંકનપત્ર ઉપર લખેલો નંબર સમાન હોય તેની ખાત્રી કરી લેશો. આમાં વિસંગતતા હોય તો ખંડ નિરીક્ષકને તરત જ જાણ કરી OMR Sheet અથવા મૂલ્યાંકનપત્ર અથવા બંને બદલી આપવા માટે જણાવશો જેથી બંને સેટ એકજ નંબરના હોય.
- ૬) ઉમેદવારે તેને આપવામાં આવેલા મૂલ્યાંકનપત્રનો સેટ નંબર હાજરીપત્રકમાં નિયત સ્થળે લખવાનો છે.
- ૭) OMR Sheet ઉપર વિગતો લખવા માટે તેમજ જવાબો નોંધવા માટે કાળી બોલપોઇન્ટ પેનનો જ ઉપયોગ કરશો.
- ૮) OMR Sheet ઉપર “ચ્હાઇટ ફ્લૂઇડ” કે કરેક્શન શાહીનો ઉપયોગ કરવાની છૂટ નથી.

ઉદ્દેશો:

- સંસ્કૃત વ્યાકરણ ની સમજ ચકાસવા માટે.
- સંસ્કૃત માં શબ્દભંડોલ નો સ્તર ચકાસવા માટે.
- સંસ્કૃત ભાષા ની વપરાશ ની ચોકસાઈ ની આકારણી કરવા માટે.

नीचे आपवांमां आवेला शब्दोनो संस्कृत अनुवाड करो

१ . माता = \_\_\_\_\_ ?

- अ . स्वामी
- ब . अम्बा
- क . शत्रु
- ड . मित्र

२ . पाविताशा = \_\_\_\_\_ ?

- अ . गोत्रम्
- ब . धात्री
- क . पादलिप्तम्
- ड . देवता

३ . जगृत = \_\_\_\_\_ ?

- अ . प्रबुद्ध
- ब . आसीत्
- क . भ्रातः
- ड . जागरे

४ . लसपुं = \_\_\_\_\_ ?

- अ . भष्
- ब . चौर्यम्
- क . भित्ति :
- ड . नागदन्त :

५ . साकर = \_\_\_\_\_ ?

- अ . आननम्
- ब . शर्करा
- क . क्षमस्व
- ड . रज्जु :

६ . धन्यवाड = \_\_\_\_\_ ?

- अ . आतुर
- ब . अवधानम्

क.पतुरः

ड.साधुवादः

७.धवायेदुं = \_\_\_\_\_?

अ.नितराम्

ब.परिमित

क.क्षत

ड.रजकः

८.तडको = \_\_\_\_\_?

अ.मनुज

ब.आतपः

क.वृषः

ड.ताड़वृक्ष

९.सिंह = \_\_\_\_\_?

अ.मृगेन्द्रः

ब.अधरः

क.प्रत्ययः

ड.विषाणः

१०.सुगन्ध = \_\_\_\_\_?

अ.सुरभि

ब.संस्कार

क.पर्यावृत्तिः

ड.सरसः

नीचे आपवाभां आवेला शब्दोने गुजराती अनुवाद करे

११.जात : = \_\_\_\_\_?

अ.गया

ब.गाडी

क.जोषो

ड.बेटो

१२ . आभरणम् = \_\_\_\_\_ ?

अ . बोद्धुं

ब . धरेशुं

क . भनेषुं

ड . पोषषुं

१३ . साहाय्यम् = \_\_\_\_\_ ?

अ . स्थापना

ब . बाधा

क . सांभणवानुं

ड . सहायता

१४ . कन्दुकः = \_\_\_\_\_ ?

अ . टुङ्गी

ब . कारण

क . दडो

ड . धडो

१५ . उज्ज्वल = \_\_\_\_\_ ?

अ . वज्रुं

ब . दुष्काणना

क . भाग्य

ड . भागपुं

१६ . मठः = \_\_\_\_\_ ?

अ . आश्रम

ब . वेताण

क . पथारी

ड . षश

१७ . निःस्वनः = \_\_\_\_\_ ?

अ . स्थिरता

ब . अवाज

क . तट



ड . आसन

१८ . अग्रेसरः = \_\_\_\_\_ ?

अ . समूह

ब . आगेवान

क . नगरी

ड . सुगन्ध

१९ . भर्तृदारिका = \_\_\_\_\_ ?

अ . राजकुमार

ब . मंदिर

क . आवेळुं

ड . पत्नि

२० . शुचिता = \_\_\_\_\_ ?

अ . समृद्धि

ब . अपवित्रता

क . पवित्रता

ड . पक्षेडु

कौसमांधी योग्य शब्द शोधीने ञाढी ञया पूरे

२१ . उपमन्यः गुरुणा यथादिष्टं \_\_\_\_\_ कृतवान् ।

अ . यतः

ब . तथा

क . तदा

ड . सदा

२२ . मन्दिरम् \_\_\_\_\_ हारिताः वृक्षाः सन्ति ।

अ . अथस्तात्

ब . उभयतः

क . उपरि

ड . पुरतः

२३ . दानात् \_\_\_\_\_ न मोक्षः प्राप्यते ।

- अ . ऋते
- ब . सह
- क . प्रति
- ड . समया

२४ . गोपालः पाठशालाम् \_\_\_\_\_ गच्छति ।

- अ . प्रति
- ब . सह
- क . सर्वतः
- ड . विना

२५ . ज्ञानेन \_\_\_\_\_ मुक्तिः न ।

- अ . सह
- ब . विना
- क . ऋते
- ड . च

२६ . हे बान्धवाः, यूयमपि श्वापल्ल्यां \_\_\_\_\_ ।

- अ . तिष्ठन्तु
- ब . तिष्ठय
- क . तिष्ठत
- ड . तिष्ठन्ति

२७ . अन्ये श्वानाः अपि तत्र \_\_\_\_\_ ।

- अ . आगतौ
- ब . आगताः
- क . आगतः
- ड . आगतवान्

२८ . तीक्ष्णदन्तः \_\_\_\_\_ सह भीषणयुद्धं प्रारभत ।

- अ . सारेम्यः
- ब . सारमेयान्
- क . सारमेयाणाम्

ड . सारमेयैः

२९ . नमः \_\_\_\_\_ जगदेकचक्षुषे ।

- अ . सविता
- ब . सवित्रे
- क . सविताम्
- ड . सवितुः

३० . अद्यत्वे सौर-उपयोगः \_\_\_\_\_ भवति ।

- अ . लाकिहिताय
- ब . लोकहिते
- क . लोकहितस्य
- ड . लोकनाशाय

३१ . सूर्य एव अक्षय्यं \_\_\_\_\_ स्रोतः ।

- अ . ऊर्जयि
- ब . ऊर्जाम्
- क . ऊर्जायाः
- ड . ऊर्जास्य

३२ . जनाः सूर्यनमस्कारादिना \_\_\_\_\_ प्रसादयन्ति ।

- अ . भानुना
- ब . भानवे
- क . भानुम्
- ड . भानुः

३३ . उपमन्युः \_\_\_\_\_ सह वने दिनं नयति ।

- अ . धेनूः
- ब . धेनूभिः
- क . धेनूनाम्
- ड . धेन्यैः

३४ . छात्रेण \_\_\_\_\_ अनिवेद्य किमपि न भक्षणीयम् ।

- अ . गुरवे

- ब . गुरुणा  
क . गुरुम्  
ड . गुरोः
- ३५ . अतः अलम् अनेन \_\_\_\_\_ ।  
अ . कार्यात्  
ब . कार्यस्य  
क . कार्ये  
ड . कार्येण
- ३६ . अश्विनौ तस्मै आशीर्वादम् \_\_\_\_\_ ।  
अ . अयच्छत्  
ब . अयच्छन्  
क . अयच्छताम्  
ड . अयच्छतम
- ३७ . बालेऽस्मिन् औरसे \_\_\_\_\_ इव सिन्धति मे मनः ।  
अ . पुत्राय  
ब . पुत्रे  
क . पुत्रस्य  
ड . पुत्रम्
- ३८ . अपरं षडनकं \_\_\_\_\_ दास्यसि ।  
अ . ते  
ब . त्वाम्  
क . त्वया  
ड . तव
- ३९ . स्पृहयामि अस्मै \_\_\_\_\_ ।  
अ . दुर्ललितम्  
ब . दुर्ललिताय  
क . दुर्ललितस्य  
ड . दुर्ललिते
- ४० . अलं सिंहशावकस्य \_\_\_\_\_ ।

- अ . पीडनात्
- ब . पीडनम्
- क . पीडनेन
- ड . पिडनम्

४१ . एषः मयूरः \_\_\_\_\_ रोचते ।

- अ . मम
- ब . मह्यम्
- क . माम्
- ड . अहम्

समानार्थी शब्द आपो

४२ . जरा

- अ . किञ्चित्
- ब . स्थाविरम्
- क . वृद्धा
- ड . किमपि

४३ . ईर्ष्या

- अ . दानव
- ब . असूया
- क . भीतिः
- ड . अग्निः

४४ . अम्बु

- अ . तोयम्
- ब . पात्रम्
- क . जलकुम्भिका
- ड . आम्रफल

४५ . सविता

- अ . भार्या
- ब . भगिनी
- क . भास्करः

ड . चन्द्रः

४६ . मही

अ . दधि

ब . मृत्तिका

क . धरा

ड . नदी

विरुद्धार्थी शब्द आपो

४७ . उपार्जनम्

अ . प्राप्तिः

ब . लाभः

क . हानि

ड . अप्राप्तिः

४८ . पूतम्

अ . पुत्रम्

ब . पोतम्

क . पवित्रम्

ड . अपवित्रम्

४९ . सत्वरम्

अ . त्वरा

ब . शनः

क . त्वरया

ड . अपरः

५० . निजम्

अ . स्वकीयम्

ब . परकीयम्

क . परमम्

ड . आत्मनः

५१ . मित्रम्

- अ.रिपुः  
ब.सखा  
क.वयस्तः  
ड.वयस्यः

नीचेना समास ओणभावो

५२ .नरपतिः

- अ.द्वन्द्व  
ब.चतुर्थी तत्पुरुष समास  
क.कर्मधारय समास  
ड.षष्ठीतत्पुरुष

५३ .भ्रमणायोग्यः

- अ.षष्ठीतत्पुरुष  
ब.चतुर्थी तत्पुरुष समास  
क.कर्मधारय समास  
ड.द्वन्द्व

५४ . रामलक्ष्मणौ

- अ.षष्ठीतत्पुरुष  
ब.चतुर्थी तत्पुरुष समास  
क.कर्मधारय समास  
ड.द्वन्द्व

५५ .आर्तजनैः

- अ.षष्ठीतत्पुरुष  
ब.चतुर्थी तत्पुरुष समास  
क.कर्मधारय समास  
ड.द्वन्द्व

५६ .दुःखाते

- अ.षष्ठीतत्पुरुष  
ब.चतुर्थी तत्पुरुष समास  
क.कर्मधारय समास  
ड.द्वन्द्व

५७ . विरक्तचित्तः

- अ . बहुप्रिथी समास
- ब . चतुर्थी तत्पुरुष समास
- क . कर्मधारय समास
- ड . द्वन्द्व

नीचे आपेक्षा वाक्योमां दीटि दोरेखा शब्दना कारक ओणभवा .

५८ . वयं संस्कृतं पठामः ।

- अ . कर्ताकारक
- ब . कर्मकारक
- क . संप्रदान कारक
- ड . अपादानकारक

५९ . नदी पर्वतात् प्रवहति ।

- अ . कर्ताकारक
- ब . कर्मकारक
- क . अपादानकारक
- ड . सम्बन्ध

६० . मयूरः नृत्यति ।

- अ . कर्ताकारक
- ब . करणकारक
- क . संप्रदान कारक
- ड . कर्मकारक

६१ . भोजः पण्डिताय धनं यच्छति ।

- अ . कर्ताकारक
- ब . कर्मकारक
- क . संप्रदान कारक
- ड . अधिकरणकारक

६२ . वाल्मीकिः तमसायाः तीरं गतः ।

- अ . संबन्ध वाचक
- ब . कर्मकारक



क.संप्रदान ऊरुऊ  
ड.ऊतुी

ॢ३ . नलरुे आडुेखल शरुुड डलथी डुडुडलंग शरुुड ओणओ

अ . अवकलश  
ड . डृतुतलकल  
क . कऑऑु  
ड . डधु

ॢॡ . नलरुे आडुेखल शरुुड डलथी सुतुरीडुडलंग शरुुड ओणओ

अ . अशनडु  
ड . डलडलणः  
क . नलवलडल  
ड . कलडडु

ॢॡ . नलरुे आडुेखल शरुुड डलथी नडुंसऊडुडलंग शरुुड ओणओ

अ . डलरुगः  
ड . डुरसूतलः  
क . सवलतल  
ड . ऑलवसतुतुडु

ॢॢ . तवलगडनडु = \_\_\_\_\_ ?

अ . तवलग + डनडु  
ड . तव + आगडनडु  
क . तवआ + गडनडु  
ड . तू + गडनडु

ॢॣ . कनुुेकुषुते = \_\_\_\_\_ ?

अ . कनुुल + ईकुषुते  
ड . कनडल + ईकुषुते  
क . कनुुलई + कुषुते  
ड . कनुु + इकुषुते

ॢॡ . सडुैव = \_\_\_\_\_ ?

- अ. सदे + वे  
ब. सदा + एव  
क. सदा + एव  
ड. सद + इव

६९. पित्रादेशः = \_\_\_\_\_ ?

- अ. पित्र + आदेश  
ब. पित्रा + देश  
क. पितृ + आदेश  
ड. पीत्र + देश

७०. खल्वेषः = \_\_\_\_\_ ?

- अ. खल + वेषः  
ब. खलु + षः  
क. खलु + एषः  
ड. ख + लुवेषः

७१. विचित्र ऐक पसंद् करो

- अ. वेदपीयूषम्  
ब. सिद्धार्थस्य विरक्तिः  
क. राष्ट्रं महीं च संरक्ष  
ड. लक्ष्मीचरितम्

भाषी ज्ञया पुरो -

७२. पिता, पितरौ, \_\_\_\_\_ ?

- अ. पितृन्  
ब. पितरः  
क. पितृभिः  
ड. पित्रे

७३. कर्त्रा, \_\_\_\_\_, कर्तृभ्यः

- अ. कर्तृभ्याम्  
ब. कर्त्रोः  
क. कर्तृषु

ड. कर्तृनाम्

७४. \_\_\_\_\_, मात्रोः, मातृषु

अ. मातुः

ब. मात्रे

क. मातरि

ड. मात्रा

७५. नीचे आपेक्षा धातुओमांथी वर्तमानकाण अन्य पुरुष बहुवचननुं रुप शोधीने ढणो.

वर्तन्ते, कथयेताम्, सृजतः, मोदसे

अ. वर्तन्ते

ब. सृजतः

क. कथयेताम्

ड. मोदसे

७६. नीचे आपेक्षा धातुओमांथी वर्तमानकाण अन्य पुरुष द्विवचननुं रूप शोधीने ढणो

वन्दन्ताम्, मोदेते, नश्यन्ति, अहसम्

अ. मोदेते

ब. नश्यन्ति

क. वन्दन्ताम्

ड. अहसम्

७७. नीचे आपेक्षा धातुओमांथी वर्तमानकाण अन्य पुरुष अेकवचननुं रूप शोधीने ढणो

पुष्यति, प्रक्ष्यति, विमृशतः, अगच्छत्

अ. प्रक्ष्यति

ब. पुष्यति

क. विमृशतः

ड. अगच्छत्

७८. नीचे आपेक्षा धातुओमांथी सामान्य ढविष्यकाण- अन्य पुरुष बहुवचननुं रुप शोधीने ढणो.

हर्षिष्यति, आयरिष्यन्ति, वत्स्यतः, पठामि

- अ . वत्स्यतः
- ब . आयरिष्यन्ति
- क . हर्षिष्यति
- ड . पठामि

७९ . नीचे आपेक्षा धातुओमांथी सामान्य ढविष्यकाण अन्य पुरुष द्विवचननुं रूप शोधीने ढभा

दास्यनः, पास्यन्ति, लम्बियते, कथय

- अ . पास्यन्ति
- ब . लम्बियते
- क . दास्यनः
- ड . कथय

८० . नीचे आपेक्षा धातुओमांथी सामान्य ढविष्यकाण अन्य पुरुष अेकवचननुं रूप शोधीने ढभा

जयतः, जीविष्यतः, तोक्ष्यति, लेखिण्यसि

- अ . तोक्ष्यति
- ब . जीविष्यतः
- क . जयतः
- ड . लेखिण्यसि

८१ . नीचे आपेक्ष चित्र परथी आठ थी ढस वाक्यो संस्कृत भां बनावो (५)



८२ . तभारी स्कुलना इंकशनभां मुष्य मंत्रीश्रीने आमंत्रण आपतो पत्र संस्कृत भां ढभा (५)

८३ . ढोणीना तढेवार विशे १०० थी १५० शढ्दनो निढंध संस्कृत भां ढभो (१०)

**SAMPLE OMR**

**Instructions for correction of subjective type papers of languages*****Instructions for corrections*****1. MARKING SCHEME**

The marking scheme for the three questions is in the given manner.

10 Marks Question				5 Marks Questions			
Matter	Grammar	Spelling	Writing	Matter	Grammar	Spelling	Writing
5	2	2	1	2	1	1	1

**2. MARKSHEET**

The columns given in the marksheet have to be filled in the below mentioned manner:

- **SEAT NO. MARKED IN BUBBLE** -

Put the "SEAT NO." from bubbles in this column.

Its mandatory to fill this column for every teacher.

- **SEAT NO. HANDWRITTEN** –

Put the handwritten number in this column **ONLY** if this number differs from the number from the bubble.

- **TOTAL MARKS OBTAINED**

Write the total marks of all the three questions, obtained by the candidate in this column

- **CORRECTIONS AND TICK MARKS**

Put you initials on the paper.

Check with either red or green pen

Put marks of each question and then the total too.

- **OTHER POINTS**

Please check the paper on the other side in case it is empty on the fron

## Format for entry of subjective type marks

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S.NO.	SEAT NUMBER AS IN BUBBLE	SEAT NUMBER AS WRITTEN	MARKS OF Q1	MARKS OF Q2	MARKS OF Q3	TOTAL
1						0
2						0
3						0
4						0
5						0
6						0
7						0
8						0
9						0
10						0
11						0
12						0
13						0
14						0
15						0
16						0
17						0
18						0
19						0
20						0

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